

THE SCHOOL JOURNAL

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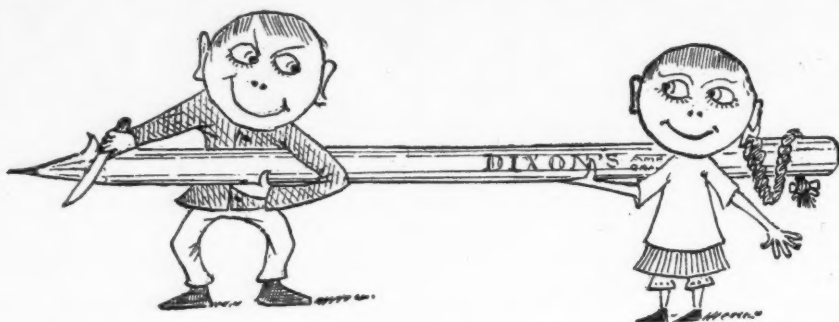
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Whiskers and the Presidency

We are advised by the Washington Herald that it so happens that no democratic candidate for president in fifty or sixty years has worn an actual full beard. Douglas was smooth-shaven and McClellan wore only a mustache when nominated in 1864. Seymour was smooth-shaven when the candidate in 1868, and the Greeley beard was like that of a goat, far below the chin, leaving his face absolutely clean.

Tilden's face as a candidate was without adornment, and Hancock had a mustache and goatee, but smooth-shaven cheeks. Grover Cleveland had only a mustache, and Bryan has ever been as smooth-faced as a priest. Parker lacked a beard in the 1904 campaign, and Bryan continued smooth-faced in his last fight.

On the other hand, most of the republican presidents since 1860 have had beards. Lincoln, Grant, Hayes, Garfield and Harrison were all full-bearded men, while Roosevelt and Taft were each satisfied with a mustache. William McKinley was the one smooth-shaven republican presidential candidate since 1860.

Every republican candidate wearing a beard was elected save Blaine, and every smooth-faced democratic candidate for president was beaten.

Bearing these facts in mind, the business of prognosticating for next November may go on.

Referring to the so-called "Breakfast Foods," Dr. Woods Hutchinson, in his "Handbook of Health," a book for grammar schools just published by Houghton Mifflin Company, says, "The claims of many of them are greatly exaggerated, for they contain no more nourishment, or in no more digestible form, than the same weight of bread; and they cost from two to five times as much. As they come on our tables, they are nearly seven-eighths water; and the cream and sugar taken with them are of higher food value than they are. They should never be relied upon as the main part of a meal."

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A Monthly Journal of Education

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FACT AND COMMENT

John D. Haney, a principal of an elementary school in New York, has grown weary of the remarks of the business men about the boys and girls who come to them from the grades. Consequently Mr. Haney has been relieving himself in the public prints of a bit of keen good sense:

"The brunt of criticism falls upon the elementary school pupil and the creatures that have made him what he is. The business man judges of the schools from the deeds of the incompetent boy or girl who has been unable to get along in school and has rushed to a job as the only escape from what has become, to him or to her, profitless drudgery.

"Where are the pupils that would present the brighter achievements of the elementary school? They have gone to high school and to college. They did not seek a job, and they did not encounter Mr. Business Man. Moreover, a larger percentage of elementary school pupils goes to the higher school to-day, and an increasingly larger percentage stays there. But the drone that did not go, and could not go because nature had equipped him differently, is only the more glaringly in contrast."

The Chicago School of Civics and Philanthropy makes a fifty-page report on the finding of employment for children who leave the grades. The occupations reported on include dressmaking, and other sewing trades, like tie and glove-making, artificial flower-making, bookbinding, photography, hairdressing. This is but a partial list. What this report may avail can be seen from the suggestive information on telephone operating:

In the Chicago Telephone Company 4,900 girls are employed. Operators must be sixteen years of age and girls older than this are preferred. All applicants for positions are given a physical examination by a medical nurse. The company has a school where beginners receive a four weeks' course of training, and are paid \$5 a week while learning. No girl at the end of her training is skillful enough to handle a day board; and all new girls are put on a five-hour evening shift. Girls on the evening shifts are paid at the rate of eleven cents an hour for eight hours' work.

The eight hours daily include a luncheon period of forty minutes, two relief periods of fifteen minutes each, and a twenty-minute period for gymnastics on the roof. The average girl rarely earns more than \$8 a week, but it is said that expert operators are paid \$95 a month.

If one is considering the work from the point of view of advising young girls to enter it, there seems to be a great many disadvantages connected with it. All the beginners are compelled to work at night until they become expert enough to handle a day board, and sometimes they are never transferred to a day board. Work at night is always bad for young girls, and in the case of work in telephone exchanges located, as many of them must be, in undesirable parts of the city, the temptations confronting the girls are very great. Moreover, the work involves a continual nervous strain and the wages are not high.

At what age should a child enter school? The following table shows the age at starting and the average number of years taken to complete the eight elementary grades. The figures cover 14,000 children of twenty-nine different cities:

Age at Entering	Median Number of Years to Complete Eight Years
5.....	8.7
6.....	8.5
7.....	8.2
8.....	7.8
9.....	7.2
10.....	6.3

These statistics do not answer the question, but furnish some assistance in the solution. Sense and observation have already led to an increasingly popular concession that, in general, five is too young an age and that little is lost mentally, and much gained physically, by making the entering age six or seven years.

The defence of the railroads for their refusal to reduce rates to the coming National Educational Association does not ring true. To put it briefly, they say that state legislation, forbidding a fare of over two cents a mile for passengers, forces them to do a losing business in such states. Therefore they must recoup by charging full rates to the convention.

That is to imply that formerly when they were doing a paying business they could consent to lose a little for the benefit of teachers' meetings, preachers' conferences and undertakers' reunions. Really we must decline to believe that such a motive is theirs. Being good busi-

ness men and not being in the missionary business, the railroad officials made the fare less because they figured that the traffic at the reduced rate would bring a profit greater than would the straight fare. Admitting that they are now losing money under the two-cent laws the same conditions as to excursion rates would prevail.

But why should the roads decline to take a profit now? Perhaps because they are sulky; perhaps because they hope to teach a lesson to the American people which will be worth to the managers of the railroads the price they pay for it.

Perhaps they hope to teach the teachers that the two-cent laws should be repealed. Perhaps it looks like a good chance to impress these teachers throughout the country with the idea that money is to be taken out of their pockets to make up for the loss occasioned by predatory legislation. Perhaps so. Teachers will believe a good deal. But not that.

The selection of Chicago in the place of St. Paul for the National Educational Association meeting in July next insures a central location, ample accommodations and a saving of fare on the part of a large majority of the members amounting to the round fare between Chicago and St. Paul. But at that, many would prefer St. Paul.

Some assurance has been given by the warring factions, or at least by the dominant faction, that association politics will not be played at Chicago. Whether this condition will be realized or whether a third cup of coffee will be called for after the statement, "Not any more, thank you," only the event can tell.

The illiteracy report of the last census is made up and a preliminary statement announced. The figures are based on the population of ten years of age and over. In round numbers there were seventy million such, and of them five and a half million are unable to read and write. This gives an illiteracy percentage of something over seven, as against nearly eleven per cent in 1900.

There is a notable decrease among the colored from forty-five per cent to thirty. The foreign whites are practically stationary at thirteen; while the native whites, who bring the general average down, have decreased their illiteracy in ten years from four to three. But even considering the native whites alone, as fairly comparable with the German population, we still have something to achieve in the matter of universal education.

The report of the National Committee of Fifteen on geometry has been published and is ready for distribution. It includes a historical introduction and sections on axioms and definitions, on exercises and problems, and the syl-

labus itself, including both plane and solid geometry. Copies may be secured gratis upon application to the Commissioner of Education, Department of the Interior, Washington, D. C.

Copenhagen, Denmark, includes four bath-houses in its public school system, and free instruction in swimming is thus opened to every school child of the city. This is a statement taken from an official document, which goes on to remark that in 1910 swimming was taken up by 12,000 pupils; and of these, 5,000 became swimmers.

Now, if a swimmer means a person who can swim, forty-odd per cent looks small; in fact, to use the popular word, the retardation seems excessive. If swimmers mean experts, that is another story.

The item concludes: In three million swimming lessons given not a single pupil has been drowned.

Los Angeles is planning to be a great world port, when art and money have done what nature failed to do. It will be a lesson in geography by the laboratory method to watch the result. It is quite the fashion to think that New York is what it is because of its ample and adaptable harbor, and that Philadelphia and San Francisco have the same sole factor of big-ness. Such thinking ignores the fact that what comes and goes by sea must be distributed and collected from land, that after all it is the hinterland that counts, and that accessibility to a wide, rich farming country is as essential to the metropolis as harbor and piers. Has Los Angeles the hinterland?

It was not so long ago that the horny-handed son of toil had little but contempt for the farmer who farmed by the book; and the humorous papers drew laughter with their accounts of the college man tilling the soil.

It is different now, and how different is seen from an incident related by the Popular Mechanics Magazine:

Here is a story of the success of two young men who went from the city to North Dakota. Each had about \$15,000, of which \$8,000 was put into machinery. This provided them with two powerful traction engines and the necessary equipment of farming machinery. Operations were begun with breaking the raw land in March, 1911; by November of the same year the young city farmers had marketed \$60,000 worth of flaxseed. The entire undertaking was managed on modern lines. The most competent men obtainable were hired and well paid, the aim being to do the largest amount of work that could be done well in a day and pay accordingly. Neither of these young men had ever raised any flax, but they went to the agricultural station and thoroughly posted themselves. This was a success which could not have been obtained with mere ability, willingness and a pair of hands; it required capital. Yet it was brain and initiative which won.

RANDOM THOUGHTS ON THE EDUCATION OF GIRLS

By JOHN G. WIGHT, PH.D.

Mrs. Mary A. Livermore, who has been called the Daniel Webster among women orators, had a famous lecture on "What Shall We Do with Our Girls?" This lecture I never heard, nor have I ever seen even an abstract of it, consequently I am ignorant of how Mrs. Livermore would answer her own interrogatory. This question, however, has been to me of unusual interest, especially during my last sixteen years of teaching, when I had as pupils girls exclusively. At different times during that period there must have been under my charge nearly 20,000 individual girls, and obviously my experience has been unusual for variety and scope.

I could recite many incidents, sad and amusing, that have come under my observation, to show the perplexing straits a teacher at times finds himself in when engaged in the education of girls. One or two cases of a pathetic character will suffice. A little girl, having a sweet face and quiet manners, was once sent to me for some rather venial offense. After giving her a gentle reprimand, I remarked that she didn't look like a very naughty girl, and was about to dismiss her, when, with a winning voice, she ventured to say:

"It's awful hard to be good all the time."

Another instance, quite extraordinary, is recalled, of a girl eighteen years of age, and one of the most popular in the school with teachers and pupils alike. In an unguarded moment she had committed some transgression of the rules that called for severe reproof. She readily acknowledged her wrong-doing, and expressed for it sincere regret, saying she was ready to suffer whatever punishment might be imposed upon her. As she was about to leave my office, she turned back and said with much feeling:

"The worst of it is, you will never think so well of me again."

"Yes," I replied, "I shall think just as well of you."

This statement was the exact truth, however questionable from the standpoint of good school discipline such an acknowledgment might seem.

A girl's nature is more delicate than a boy's, her character more readily begrimed by contact with the world. The German philosopher, Richter, who wrote a famous classic on education, uses a happy figure to show how susceptible to moral taint a girl is from evil influence and example. He says with much beauty and truth: "The purer the golden vessel, the more easily is it bent."

When the hazards of life, especially the hazards of early life, are considered, and when it is realized that momentous issues may result from apparently trifling causes, the thought is almost overwhelming. Some writer tells us

that the dislodgment of a pebble may start the avalanche. So a casual act or decision in early life may set in motion tendencies that will result in moral disaster. Ruskin, in what follows, shows a realization of this danger: "The beginnings of life," he says, "are periods during which every moment trembles with destinies."

From what has been said, I may naturally be expected to give my views, in a very limited way at least, as to what we shall do with our girls. What I shall say will be fragmentary and incomplete, and will be essentially from the point of view of training on the intellectual side. In accordance with this purpose, I am prepared to say to girls, "Discipline your minds as thoroughly as opportunity allows." When old Dr. Johnson was asked his views on the study of Greek, he replied in his usual bluff manner: "Greek, sir, is like fine lace, every man gets as much of it as he can." So I would say, intellectual acquirement is like fine lace; every girl should get as much of it as she can.

The idea, generally accepted, upon which the claim for intellectual training is made is, that the greatest thing in the universe is man, and the greatest thing in man is mind; and that of this supreme part of man, what is known as the intellect is susceptible of almost unlimited development. The momentous value of knowledge is forcibly suggested by Carlyle, who says: "That one man should die ignorant who had capacity for knowledge, this I call tragedy."

Not only is knowledge power, it is also a source of enjoyment and satisfaction; in other words, it is a most obvious requisite for right living. We are to believe also, what is quite in harmony with reason and observation, that while "in all other pleasures there is satiety, in knowledge there is no satiety." Nor need there be any grave fear, such as is sometimes entertained, that knowledge may be acquired without the power to use it; or, as it is otherwise stated, the fear of "stupidity giving a Lacedaemonian education to a child who may be destined to live in Paris." This apprehension is as unreasonable as the fear that intellectual culture may be thrown away upon a child because his life may be cut short. Few will dissent from Sir Thomas More's view upon this point. "If my children," he declares, "are to die out of the course of nature before their parents, I would rather they died well educated than ignorant."

While nearly all that may be said concerning the education of girls applies with equal force to the education of boys, the two sexes do not stand upon quite the same footing so far as intellectual training is concerned. The theory that a girl should be educated only to the extent of fitting her for the social environment into which she is born is both erroneous and unjust. A girl, as well as a boy, has the right to be educated in such a manner that she can change or even make her environment, and thereby realize the possibilities of the one life

accorded her in this world. She has the right to take Matthew Arnold's view of culture, that it has its origin in the love of perfection.

That nation is indeed in a bad way, when none of its people seek to rise above the social condition in which they find themselves at birth. It is, besides, clearly for the state's interest to promote the intellectual elevation of all the people. Hume gives one good reason for this in the declaration that knowledge and good morals are inseparable in every age, though they may not be in every individual.

The education of girls, who are to be the mothers of the future generations, is, for the state quite as much as for the individual, a matter of first importance; since the best way to instruct man is by enlightening woman; nor is Montaigne's objection to this doctrine of any real weight, namely, that woman should be kept ignorant on the ground that education would mar her natural charms.

In considering just what a girl's education ought to be, it should be observed that at least something depends upon what she may have in view as a life career. Yet this criterion, if too implicitly relied upon, is a dangerous guide, since few, if any, young people are competent to shape their intellectual destiny. It is inevitable that for a time a girl's education must in great measure observe a common pattern, one devised and prescribed by older and wiser heads. Later on, in the light of experience and with maturer judgment, she may specialize with less risk. Every teacher, in the course of a long experience, is times without number asked both by parents and pupils of what possible use this or that particular study can be.

It is a not infrequent occurrence that persons looking back upon their school life are inclined to regret having missed certain things in their education, and who yet become reconciled upon reflecting that to have pursued a different course from the one chosen would mean the loss of what they now have and hold dear.

It is at least pleasant to contemplate an ideal education, even though it be unattainable, an education which would neglect no part of our many-sided nature, nor develop one part to the prejudice of any other—a scheme, in fact, aiming not so much at a particular acquisition as to afford such all-around discipline as will give the power of general acquisition. The best education for both girls and boys must be that which causes them to do well whatever they undertake. It must be progressive and reasonably diverse; best of all, it must accept the optimism of Wordsworth, a belief that—

"One adequate support
For the calamities of mortal life
Exists—one only;—an assured belief
That the procession of our fate, how'er
Sad or disturbed, is ordered by a being
Of infinite benevolence and power,
Whose everlasting purpose embraces
All accidents, converting them to good."

EDUCATIONAL LEGISLATION

Congress and the several legislatures are now well on the way with the business of the session, and in a short time the most of the educational bills will be settled so far as their enactment or defeat is concerned.

Congress

Bills relating to various phases of the teaching of agriculture are numerous. A typical and generous measure now pending appropriates over \$12,000,000 a year for universities, colleges, normal and secondary schools that teach agriculture, trades, industries, and home economics. Each state, however, must contribute for the same purpose an amount equal to that received from the Federal appropriation.

The senate has passed the bill to establish in the Department of Commerce and Labor a bureau to be known as the Children's Bureau. An amendment striking out all after the enacting clause and authorizing the Bureau of Education to investigate and report to Congress upon the matter specified was defeated.

In the house, two bills worthy of mention are being considered,—one creating a commission to investigate the advisability of the establishment either of a Pan-American university or a Pan-American bureau of education; and the other favoring the establishment of a national vocational school as the most appropriate memorial to Abraham Lincoln.

Kentucky

In the number of bills introduced on the subject of schools, Kentucky is easily in the lead. Many of these measures, however, are such as many states would leave to the department of public instruction.

The pension law has passed the house relating to teachers in cities of the first class at a maximum annuity of \$400; based on a service of forty years. The bill would also make contributions obligatory upon all new appointees.

A bill to prohibit the sale of cigarettes and cigarette papers has been defeated in the house, but a committee of the same has reported favorably upon another measure prohibiting the use of tobacco by persons under sixteen years of age.

The house is also favorably considering the appropriation of \$5,000 annually for demonstration work in agriculture and horticulture among negroes; and, further, a bill to compel employers to keep posted a list of children employed.

The textbook problem is also bothering them in Kentucky, and they are discussing a measure providing for a license tax on textbook companies or persons doing business with county or city textbook commissions.

It is also proposed in this state, rather tardily it might seem, to give teachers in public schools credit for five days' attendance at county institutes.

Massachusetts

The bill to repeal the vaccination laws of this state, a movement, by the way, which has been commented on quite generally, has been reported unfavorably by committee and the project is properly killed.

Maryland

Here also the subject of pensions has been taken up and a beginning made by a bill providing for pensions for school teachers in Baltimore county.

Mississippi

This is another state with a large number of items in its educational bills. Some of the characteristic titles may be noted, as: Examination in elementary algebra for all applicants for a first-grade teachers' license; eligibility of women to office of county superintendent; prohibiting all secret societies in state educational institutions; limiting number of textbooks which may be changed at any regular state adoption.

New Jersey

The legislature of this state is considering bills such as these: Relating to retirement on half pay for teachers, principals, and superintendents after minimum school service of thirty-five years; providing that one or more women shall be on each board of education whose members are appointed; changing Arbor day from the first Friday of May to the second Friday of April.

According to a bill pending in the Assembly, \$300,000 would be appropriated for an additional state normal school. Another measure would make it a misdemeanor for persons salaried in school work to contribute to political funds or be interested in any transaction in which the board of education is a party.

New York

This state also, if the titles of bills are to be regarded, intends to make itself prominent in the matter of agricultural education. One assembly bill would establish a state training school for farmers and provide for branch schools thereof.

The matter of military education is also recognized in a measure pending in assembly. This law would direct the adjutant-general to formulate and issue books of instruction directing the drilling and schooling in the manual of arms of all boys of twelve years of age or over in the public schools.

Rhode Island

This state is considering the enactment of a law which would provide a state board of examiners of trained nurses.

South Carolina

It would appear that in South Carolina the legislature and the governor are not in strict accord. A number of bills have been passed over the governor's veto—one of them an educational measure appropriating \$4,300 for

teachers' scholarships at the University of South Carolina; the house has also passed over the governor's head a bill appropriating \$720 for a stenographer, but has refused to so pass a bill providing for medical examination of school children.

Virginia

The following bills are pending in the legislature in various stages of progress:

Providing school books at cost to public school pupils.

Preventing sale or giving away of cigarettes, cigars, or cheroots to persons under eighteen years of age.

Prohibiting boys under fourteen years of age from carrying firearms (this bill was defeated in the house).

Requiring state board of education to ascertain and report the amount paid by patrons for school books.

Making Easter Monday a legal holiday.

Repealing the compulsory education act.

Repealing the pension law for teachers. (Reported unfavorably in both houses.)

CHEAPER THAN JAILS

Director Rynearson, of the Pittsburgh schools, discusses the moral benefit of playgrounds, and of our lagging appreciation, in comparison with the English, of this factor in education:

"The playground affords an excellent laboratory for the teaching of morals and ethical principles. The same greed that has smothered the fire of the family altar has decided that playgrounds around the school buildings or in the thickly settled portions of our cities, are wasteful extravagance. Even the streets in some sections of cities are donated, not without a good price, by our city fathers to the railroad and to manufacturing interests. Never lose sight of the fact that playgrounds for children are far cheaper and better than workhouses and jails for men.

"The teachers of this city who visited the schools in Great Britain were impressed with the many schools surrounded with playgrounds. The oldest school building, though it is situated in the most congested district, has at least one playground and usually two—one for the boys and one for the girls. The English pupil plays his games in a stone or gravel yard surrounded by a high stone wall. This is not a beautifully kept lawn, upon which no child is allowed to walk, as is the case with some of our schools.

"A large shed on one side of the playground provides shelter in case of inclement or hot weather and is also used for physical training. The grounds are open from 8 o'clock until 5, and may be used before and after school. During the recess periods an instructor teaches and supervises the games part of the time only, as it is considered best to have the children organize and direct their own games."

Switzerland is said to have more visitors from the United States than from any other country except Germany. Lucerne alone entertained more than 26,000 Americans in 1910.

THE POINT OF VIEW

Come, Wake Up

This is our spring song. Yes, wake up, you sleepy old pedagogue and acquire an acceleration. You are too much of a conservative, altogether too much. Delving into the past for your roots, your precedents and your processes, you would keep the world at a stand-still, while it practices the paces you teach. You rather pride yourself on being a conservative, and use the old figure of being the brake that keeps the wagon from running down to destruction.

Don't you believe it. For the most part the wagon is toiling slowly, painfully *up* the hill; the progressives are toiling, sweating, sometimes dropping out in weariness and despair, as they laboriously pull the old cart along. And there you sit, you old benign, fat, satisfied pedagogue, crowding down on the brake and making out that you are the conservator of the outfit.

Progressiveness is in the air. Some of it may be progress down a side road with a smash due at the bottom; but the main road ahead is up-grade; and the conservative who sits back and will none of it is the most dangerous man of all; for he is the man who exasperates the people until, bound to move some way, they start madly off on a down-grade track.

But things are going on, up or down, and some people are going to be run over, some of the big, fat ones. And the movement has reached the schools. Don't fail to believe it, or you may be hurt as the wagon moves on up.

The sacred courses of study, stuffed with all the pet scholastic nostrums, the infallible methods handed down by the educational saints, the beautiful books, each with the last word on its special topic; all these are to be pulled to pieces, and each item tested not by the sacred past and its teachings but by the profane future and its needs.

Some day the people who are just awakening to the fact that they have little practical part in the government they theoretically run are going to take hold of their schools.

Away With the Electric Chair

Mr. Z. R. Brockway has joined the ranks of those who would do away with capital punishment. He announces that he is able to prescribe a course in imprisonment which will take the place of the death penalty and answer all purposes, punitive, corrective and deterrent.

Probably he can. Indeed, judging from facts that are a matter of record, he could invent and carry out a scheme of prison life that would make death seem a mild affliction.

Mr. Brockway, it will be recalled, was investigated some years ago, when he was in charge of the Elmira Reformatory, and was in due

process given a coat of whitewash. Later, however, the whitewash peeled off and the unsightly Mr. B. retired from the glare of public office. The subject is one that has its bearing on school discipline and it may be worth while to go back into the ancient history of the last years of the nineteenth century for the chronicle of some unpublished memoirs.

A Case of Retardation

At that time, in a village of central New York, there lived a boy who might as well be called Bert, because that was his name.

Bert first came to my attention through an elaborate introduction from his teacher. The noticeable thing about the boy was that he was of large grammar size but of small primary attainment. The next point was that he was no butt of his diminutive companions, but a leader, true and great. On occasional days and on more than occasional days he would disappear from the tender flock, away from the dull routine of it all, out into the wild, sportive, romantic, mysterious world; and then returning to the fold he would tell tales of adventure that beat the best efforts of the supplementary readers. He was a fairly decent boss, too, Bert was, cuffing the young cubs about him to an extent, but little more than cub discipline demands.

Dealing With a Hard Case

All this, however, got on the nerves of that teacher; absences multiplied; and, there being no gentle attendance officer in those days, the father was summoned to the principal's office.

The father was the root of the trouble. Not that he wouldn't coöperate, but that he would.

"Lick him," he said, "the next time he runs away. Lick him hard. And then send me word and I'll lick him again when he gets home."

But the boy never had a blow from that principal. If he'd been a saucy, pampered mamma's darling from a home without such advantages he might have had one good and hard. But none for Bert. Good as the medicine is at times, yea, necessary as it may be, it was not for him.

Bound to Be a Hero

No, he sat down by me, when next he concluded to resume the educative process and there was some talking done, mostly of the monologue order. But it touched the boy, it got into him; and the evidence, as I take it, is what some might count as proof to the contrary. It grew late as the conference continued, but a faithful, awed band of Bert's cohorts lingered outside, like the lamb, to await the coming forth from the dread presence.

Bert made a subdued exit from the office, but a swaggering appearance on the grounds. The waiting boys circled around him and listened long. That incident would have been a mystery had not the window of that primary teacher been open and she on the spot.

"Did he lick you?" was the question that met Bert.

"Lick me? Huh, well." And then proceeded an account of the most ingenious, diabolical application of corporal punishment of the thirty-third degree.

Forced to Be a Villain

Well, that's about all of the first act. I don't know that the talk did any appreciable good. Bert could have been reformed, even in spite of his father. But teachers and principals changed, moved in and out, and none of them did the job. Finally the boy transgressed the law, and was sent away to be reformed by law. That was when there were hundreds crowded into the Elmira Reformatory and all were taking a course in the applied science of penology.

That was when men up for a second sentence would beg the judge not to send them back to the reformatory, but to an old-line prison.

The Tragedy

Well, the boy went there, a year or more,—I don't know how long,—and then his family received a telegram telling them to take away his body, if they wanted it. They did; and in that way there is more to the story. The undertaker who was intrusted with the mission met me on a train some time later and told the tale. There is no use of repeating the loathsome details. There was, in fine, hardly a square inch of the body of the victim free from the cuts, bruises, welts and sores of punishment.

Yes, there are systems of penology which easily beat the death penalty along some lines. Italy, a country nominally without capital punishment, is reported to have such a system. But these are the things that scare us into the total abolition of corporal punishment.

Information Wanted

"What has become," anxiously asks the Western School Journal, "of the new-fashioned man who used to pronounce *rise, rice*?" Don't know; supposed he was still at it; also supposed he was old-fashioned. All of which shows my ignorance. Maybe he has resigned and his place taken by a triumphant equal-payee who recently spoke of her raise.

Westward Ho!

According to the Western School News, of San Francisco, which would not be backward in making such a statement, eastern teachers are eager to migrate to California. If one is to believe the estimate of Edward Hyatt, the state superintendent, he receives ten thousand applications a year for positions from teachers in the east.

WELLAND HENDRICK.

ECHOES FROM THE ST. LOUIS MEETING

Quotable Remarks

As a training for life, agriculture has very definite limits. It trains for persistence, frugality and justice, but not for generosity, imagination, and sympathy. It teaches boys and girls to work, but they also need to learn how to play. It trains observation, comparison, and good judgment, but it discourages pure reasoning.—*Earl Barnes.*

No public expenditure makes a stronger appeal to the imagination, conscience and pocket-book of a general public than expenditure for school health. The public should not be expected to come to the school to get its information. The school should be giving out information to the public every week in the year.—*William H. Allen.*

A study of educational waste forces the conclusion that in the collection and use of data to guide in measuring the efficiency of the school and in determining administrative action, a mere beginning has been made; that if the efficiency of the school is to be definitely measured careful record of school losses must be kept, to the end that study-courses and promotion-schemes may be adapted to the abilities, needs, and interests of all the children, and the school itself be thereby enabled to check its own waste.—*W. H. Elson.*

The present status of the principles of education as an organized body of knowledge shows much confusion, the term "principles of education" apparently being used by many teachers as a blanket phrase. Allowing for the overlapping of courses, and for inadequate correlation, it would no doubt be well within the mark to say that from one-fourth to one-half of the students' time in teachers' colleges and departments of education is wasted, and this all through lack of organization.—*William C. Rue diger.*

Perhaps no error is more prevalent than the idea that agriculture is nothing but the application of other sciences. Even some agricultural colleges still fail to grasp the idea that agriculture is itself a science. Probably half of the best teaching of agriculture is not the application of any science except the science of agriculture. The laying of a tile drain is not physics. The training of a colt is not zoölogy. The grading and packing of apples is not botany.—*G. F. Warren.*

Even the rural-school situation, bad as that is, does not seem at the moment quite as difficult as is the problem of efficient high-school teaching. In a word, then, the country school, the graded school, and the college are all in a more hopeful position as far as teaching is concerned than is the secondary school.—*George F. James.*

(Continued on page 230)

EDWARD AUSTIN SHELDON

CHAPTERS FROM AN AUTOBIOGRAPHY

(Continued)

Other Farm Industries

To the royal occasions on the farm that helped greatly to give this kind of life a charm and left behind most pleasant memories, I must add a few others of no less importance to the boy. Among these, was the "taking up of the bees." In those days the bees were allowed to swarm naturally and were shaken from their temporary resting-place into rude hives, made fresh and clean and scented with "bee-balm" with the hope of making a welcome new home for them. Sometimes, however, they preferred a venture to the forests, and the din and noise of horns and tin pans was not sufficient to deter them from their purpose. I shall never forget the sweet lullabies of my mother as she sat by the newly-hived swarm, with the bees flying thick about her. Her voice seemed to have a charm for them that usually contented them to remain where they were. They seemed to have no thought of harming her.

When the old hives became quite full of honey the bees were destroyed, and the honey was taken from the hive. A shallow hole eight or ten inches deep was dug in the ground, of proper size to allow the hive just to cover it. Small sticks three or four inches long were prepared, sharpened at one end and split at the other, with a small swab of cloth saturated with melted brimstone inserted into the split; and four or five of them were stuck into the ground at the bottom of the hole. These being lighted, the doomed bees were set over the burning brimstone torches, and earth was packed tight around the bottom of the hive to prevent any ingress of fresh air or egress of live bees. All holes and cracks in the hive had been previously closed up. That the bees were soon all smothered is apparent. For a short time they were left to their fate, and then, if on striking the hive no answer came back, the decision followed that all were dead and the hives were taken to the house, turned bottom side up, and the process of extracting the honey went on, as comb after comb was piled away in tin pans and on platters. In this way hundreds of pounds of honey were stored away for winter use.

My mother never hid anything from her boys, and the piles of honey were no exception. The children went to them when they wished and helped themselves with perfect freedom. At times they would take with them a friend to enjoy the sweet repast. I am glad my father kept bees and did it in the old-fashioned way, otherwise many a joyful occasion and sweet remembrance would have been taken out of my life. After more modern hives were substituted for the old hollow log, or the square box

with stationary supports for the combs, and we began to draw honey out in boxes, our bee-keeping very soon came to an end.

The beginning of haying, too, had its season of anticipation. There was the repairing of the hand-rakes, the putting in of missing teeth, the replacing of broken or wornout forms, snaths and scythes, repairs to hay-racks, the putting of bays and hay-sheds in order, ready to receive the new hay; and lastly the grinding of the scythes as the final act of preparation. In those days we had no mowing machines, no hay-tedders, no horse-rakes, and no patent horse-forks — everything was done by hand.

In haying-time the boy had to turn the grindstone for the sharpening of the scythes. He was expected to follow the mowers and spread the grass that they left in the swaths, to facilitate the curing of the hay. If water was wanted it was his task to bring it. He also brought the luncheons in the middle of the forenoon. When required, he assisted in turning the hay to hasten the curing and in raking it into wind-rows for the pitchers; if it was to be cocked up, he raked up the scattered hay; he raked after the pitchers as the hay was loaded on the wagons; and he was indispensable in mowing it away, especially under the low roof and in narrow places not easily accessible to the men. If nothing more important was required of him, he was set to treading down the hay, to make it as compact as possible.

The wheat harvest hardly waited for the completion of the haying. A man who in those days could, with his hand-cradle, cut two acres a day, was considered a smart man; and the one who could follow him with the rake and bind what he cut, was regarded as a man of rare capability. In this way, two men would possibly cut and bind two acres a day. It was more common for the boy to rake the grain after the cradle, while a man followed to bind the sheaves. At the end of the day the sheaves were put in shocks of about twelve bundles. In this part of the work the boy was usually called upon to help. At their leisure hours the children were allowed to glean the scattering heads of grain, and after the threshing, were paid for the product in money.

After the haying and harvesting came the threshing of the grain. This was, indeed, a grand occasion. The threshers came with two teams and two men—one man to drive the horses that ran the machine, and one to tend the machine, feeding it with grain. The work of the boy was to get the sheaves from the mow, and to hand them unbound to the man who fed the machine. This required one boy to unbind

and two or three, depending on the distance the sheaves were from the machine, to get the sheaves to the boy that unbound. The unbinding meant the loosening of the knots at both ends, lest they should clog or injure the machine. This was lively work and allowed of no rest so long as the machine was running. At the tail of the machine stood a man who removed the straw. A second man took the straw from the first and landed it outside the threshing floor. A third man pitched it upon the stack, where were usually a man and boy to stack it. As the stack grew in height an additional pitcher was required.

Not all the grain was threshed in this way. Odd bits were beaten with the ancient flail. This was a slow process, but gave employment in the winter when there was not so much to do. Another equally primitive mode was sometimes employed. The threshing floor was filled with sheaves of grain, and a span of horses or a yoke of cattle was turned in and made to tread out the kernels by passing round and round on the sheaves; care being taken to allow them to change directions before they should become dizzy. The straw was occasionally turned until the grain was fully extracted.

The threshing, by whatever process, did not, by any means, end all of the hard work. The grain had yet to be winnowed and sent to the market or the mill. For this part of the work the boy was always called into requisition. He must, at least, turn the fanning-mill that freed the kernels from the chaff and foul seed. Ordinarily it had to pass through the mill twice before being properly cleaned for the market. This work was usually done on rainy days and at night when out-of-door work could not be attempted. Many a weary day and dark night have I devoted to the turning of a fanning-mill crank. I would turn with one hand until it was tired, then change to the other hand, and for variety would employ both hands. For a few turns this might be enjoyed by the boy, but long continued the aspect of the work changed. To swim in the wheat when stored in the ample bins suited his idea of fun much better. Nothing afforded a more acceptable play-ground than a bin of winnowed wheat.

When the wheat was put in bags and loaded into the wagon for the miller or the market, it was the boy's privilege to go along as companion. This often meant a ride of from fifteen to twenty miles in the round trip. The lunch was taken along, as also the bait for the horses, and partaken of at the place of marketing the wheat. This was usually York or Geneseo, places seven to ten miles away. All this was adapted to the capacity of the boy's enjoyment, and he relished it.

Our Apple Orchard

When my father planted his apple orchard, his neighbors asked him if he ever expected to get any apples from it. He acknowledged that

he had slight hopes of ever realizing very much fruit from it, but he thought his children might. In a short time, within two or three years, he had the pleasure of picking two apples. The next year he had a peck, and then stopped measuring. For fifty years or more he gathered abundant crops, and then they became at times a source of no mean revenue. The family was always abundantly supplied, and he had usually a handsome surplus for the market.

That orchard was one of the most delightful resorts of our childhood. Even in advanced life, after the old farm had gone into other hands, the remembrances were so vivid that it was not a little sad to my sister and me to see the old orchard cut down as no longer profitable to the farmer. In imagination our memories still cling to this favored spot.

But our cup of joy was complete, filled to overflowing, when the final apple harvest came. This was the time when the help of the boy was fully appreciated—a fact which added genuine dignity to his presence. He was everywhere ready to pick up, to sort, to carry, to pile, anything and everything that was in his capacity to do. He liked to handle apples, he liked to see the red and silver piles, he liked to see wagons loaded to their brims with the apples destined for the cider mill—everything connected with this business was a source of great delight to him. There was the unloading of the choice apples for winter use, and placing them by their sorts in the bins; the taking of the cider apples to the mill; the sips of sweet cider through straws, as it exuded from the press on its way to the vat below; or the more hearty draughts from the cup provided for the purpose at the vat itself; the bringing home of the cider barrels and placing them in the cellar, destined for vinegar—all these were added phases of the prolonged joy.

And then we are never tired of going to the cellar to view the apples in the bins, to take a sip of the sweet cider, and fill our pockets with the most luscious fruit the ample stores afforded; a supply that rarely failed us until a new crop appeared. No restraint was ever put on the children. They always had all they cared for, and the boy was sure to take a generous treat for his schoolmates, which his numerous pockets furnished him the opportunity for doing.

Then there was the drying of the apples for use when the stock of green apples in the early summer should run low, or for exchange at the grocery for such articles as were needed in the family. My father was an expert in paring apples with the knife, the only process known in the early childhood of the boy. Notwithstanding the expertness of my father at this business, it was a slow process at best, and it was hardly possible to prepare large quantities in this way. Later, when the paring machine and corer came into use, the case was different.

Then it was that the dried apples were sent to the market by the bushel.

It was the work of the boy to quarter the apples and string the quarters for drying. These strings were hung on poles in front of the great fireplace or in the open sun, according to the weather and the season. Sometimes the quarters were placed on boards in the sun without stringing, or were dried in the oven. This preparation of dried fruit gave occasion for the "apple-paring bee," which brought together boys and girls of the neighborhood for a jolly time. The boys usually pared the apples and cored them on machines, while the girls quartered, removing any remaining bits of skin or cores, and attended to the stringing. Some work was accomplished at the "bees," but never to the exclusion of much fun and frolic. These "apple-paring bees" will remain in the memories of all the participants until memory fails to do its work.

I am grateful for the old orchard and all that it brought to me as a boy—joy, health, and good living; and above all, for the thoughtful father who planted it. It remained during his lifetime a monument to his wisdom and forethought. I am glad he lived so long to enjoy it.

My School Life

School life to me was one continuous holiday. To study was out of the question. I did not know what it was to study. I have no remembrance of having studied a moment in two years, unless it might be called studying to memorize lists of (to me) utterly meaningless words. If this doubtful process may be called studying, I did study my spelling lessons one winter when a prize of one dollar was offered to the one who should be at the head of the spelling class the most times. This prize was a temptation that I could not resist to engage in a most unpleasant occupation. To the mind of the boy, one dollar was a mine of wealth. He never possessed so much in all his life and he resolved to win it, cost what effort it might. He went in to win and was partially successful. It was equally divided between him and a girl in the school. There began and ended all his efforts at studying in the public school.

The boy literally hated study. With tears in his eyes, over and over again, he pleaded with his father to allow him to stay at home and work. The father's answer always was, "Edward, when you are older, you will always be sorry that you neglected your school." The answer of the heart, though not expressed in words, was, "I know better." I am not prepared to say that I have much feeling of regret for the loss of anything that possibly could be gotten out of those schools. I regard them as practically worthless. I really think it would have been better if my father had granted my request and kept me at home. I am inclined to the opinion that I got out of them all that was possible, and all that other boys did realize.

The chief benefit one received came from contact. I often think that children get more of intellectual and spiritual growth from their plays and consequent contact than from their books and instruction. This part of my early training was abundant and efficient.

My schoolmates and associates were not, as a rule, bad or vicious. Like all boys and girls, they were fond of play, and in this we all indulged as freely as opportunity offered, both in and out of school. For both, we had rare facilities. Not that these were purposely provided by the district or school officers but the environment was such that we were able to appropriate them to ourselves. We had no school grounds provided for play. I suppose that land at that time and in that locality might have been five or ten dollars an acre, and the trustees felt that they could not afford sufficient land for such a useless purpose as a playground. To avoid any expense of this kind, they placed the schoolhouse on the refuse of one of the asheries to which I have already referred. The boundaries of this old ash-heap determined the boundaries of the school lot provided by the district.

In the schoolroom itself we entertained ourselves in discussing such rude pictures as we found in our spellers and readers and geographies. Thus we thumbed out the books, but never really studied them. If a picture interested us, we would read to find what was said about it. In this way I read over and over again what the old man said to the saucy boy in the apple tree and the boy's treatment of the matter. In the geography, the polar bear interested me very much, and I literally carved him up with my jack-knife.

Every child, old or young, had for his stock reading the old English reader. There was little in it that I understood, but I had gone over it so many times, having the words pronounced for me and hearing others pronounce them, that I had learned everything by heart; and being of the opinion that the one that read the fastest was the best reader, I used to rattle off as fast as I could make my tongue go. Not understanding the meaning of anything I read, and having caught wrong pronunciation from hearing others read, I discovered, later in life, that I had made some very ridiculous mistakes. One I remember, in a quotation from the Bible which reads, "Is thy servant a dog that he should do this thing?"—but which I always read at school, "Is thy servant *bedaubed* that he should do this thing?" This I suppose I must have read, or more properly recited, so rapidly, that the teacher never discovered the mistake. I do not remember to have been directly taught anything or to have received criticism on anything.

(To be continued)

The annual meeting of the Simplified Spelling Board will be held in New York, April 2 and 3.

EN ROUTE

WHERE TO GO—HOW TO GO—AND WHAT'S TO PAY

EUROPE REDUCED TO TWO-TWENTY-FOUR

By MONTANYE PERRY

II

The passage from New Haven to Dieppe takes only three hours. Since it was a pleasant day, enabling us to stay on deck, we went second class, the tickets costing only half as much as first-class passage. If the weather was unpleasant or the boat crowded this economy would not be advisable.

From Dieppe we journeyed through the pleasant land of Normandy, all ablow with apple-blossoms, to Paris. This journey, like most of our continental ones, was made in a second-class compartment. It is a safe rule to travel second class on the continent, third class in Great Britain. The cars are divided into compartments which seat six persons. Unless the train was crowded, we could have one of these to ourselves. Even if all the places were taken there was no discomfort such as we often experience at home when the aisles are packed with standing passengers.

In Paris we secured a room at the Hotel Tivoli. This is a small, modern, well-kept house in Rue de Vingt-Neuf-Juillet, just off the Rue de Rivoli. No location could be more convenient for the tourist. We had no meals in the house, as meals are served only to permanent guests, but our room was large, airy and well furnished, and the service was perfect. The price was three and one-half francs each, per night, "to you, only," the manager assured us.

We remained in this gay city five days, enjoying ourselves in our own way. It was here that we fully realized the joy of traveling alone and doing as we pleased, as compared with being "personally conducted." Everywhere we saw crowds of hurried, harassed mortals, trying to keep up with the procession. No doubt we missed many things of which we might have caught a fleeting, unsatisfactory glimpse, but the things which we most desired to do were done comfortably, and their memory is not a confused blur.

One whole day was spent at Versailles. This is one of the few places where a guide is really needed. Many of the best points in the great palace—which it is said one covers seven miles in walking through—would be missed if one walked about at random. The guides charge three francs per hour and we kept ours two hours. The carriage which took us through the immense park, with its world-famed fountains and statues, to the Petit Trianon and the Dairy of Marie Antoinette, cost five francs. The total expense of this trip to Versailles, including

the tram fares, was about two dollars and forty cents.

One day was spent in the Louvre, with a visit to the Champs Elysees in the late afternoon. That evening we listened to Tannhäuser in the Grand Opera House, the finest in the world. Another day was divided among the Luxembourg, the Hotel de Cluny, Notre Dame and the Tomb of Napoleon. To the traveler who can spend weeks in Paris, this seems like a mad rush, but it is a leisurely pace, compared with the wild scramble of the personally conducted.

Once we went for several miles down the Seine, transferring from one to another of the flat, open boats whose fare is ten centimes. We climbed the Arc de Triomphe, which has no elevator, and we ascended the marvelous Eiffel Tower, where three sets of elevators, acting in relays, lifted us to the summit.

On Sunday we attended a service in the Church of the Madeleine, spent a few hours in the Salon, finishing the day with a ride to the Bois de Boulogne. On this occasion we realized that the French custom of allowing no one to enter a car after the seats are filled has slight disadvantages. As car after car whirled past, each bearing the sign "Complet," we thought with actual yearning of the strap-hanging privileges of our native land. But at last we obtained a seat, and had the privilege of whirling complacently past other anxious, waiting mortals. Imagine New York allowing no one to stand in a car!

In Paris nearly all our meals were eaten at the ever-present Duval's. They are as numerous as Childs' in New York, and the food is good and reasonable in price. On the whole, our stay here cost more than any other place we visited—it averaged over three and one-half dollars each, per day. But, as the Frenchman would say, "Paree! Ees eet not worth more?"

We were told that the journey across France to Berne was very uninteresting. Perhaps it may be, to the blasé traveler, but to us it was not tiresome. The men and women at work in the fields with their queer, antiquated tools and their plows drawn by fat cows; the Swiss hamlets and the forts on the frontier; the women waving red flags at the crossings; the quaint bits of peasant life which we caught everywhere were most interesting. Our first glimpse of the Alps came when we were near Neuchatel. Will we ever forget that first thrill when our eyes caught the snow-capped peaks against the sky?

We stayed one night in Berne, in a temperance hotel, where a card was posted in our room stating that ten per cent of our bill would be charged for service and no other fees were

expected by the servants. Many continental hotels are adopting this system, and it is a good one. It was here that the kindly landlady told us "Never engage a room without asking about the extras," and we found it was good advice, for many hotels ask a low rate for rooms and make up in extras for fire, lights and service.

From Berne we went to Lucerne, where we stayed three days and wanted to stay three months. Our room, at Number 9 Haldenstrasse, was in an unpretentious little pension, but from our windows we had a view of the lovely lake and the towering mountain peaks which could not have been surpassed at any of the fashionable hotels surrounding us. Our room, with breakfasts, was three francs each, per day. In Switzerland, breakfast consists invariably of rolls, unsalted butter, honey and chocolate. All very well, if one likes honey, but half of us did not; however, there was none wasted—the other half ate all of it. The rolls were good, the butter perfect, and the best chocolate in the world is made in Switzerland. We ate our first dinner at the Hotel Brunig, in a side street near the center of the town, and liked it so well that we ate all the rest of our meals there. They serve an excellent dinner—roast, vegetables, salad and dessert—for two francs.

Lucerne, with forty-six thousand population, has a capacity for twenty-one thousand guests. In the tourist season the city is always crowded. Now there were few travelers, and we strolled about leisurely, looking at the curious shops with their offerings of wood-carving, unique jewelry and incredibly cheap hand embroidery; rowing far down the lake in the moonlight; visiting the Brunig Pass, the Lion of Lucerne and the Glacier Garden. Then we sailed away in one of the big steamers which traverse the lake. Landing at Tell's Chapel, we walked four miles down the Axen-Strasse to Fluelen, back by steamer to Vitznau, thence straight up the Rigi's side, to the very top, where we spent the night in a big tourist hotel, one of the finest in Switzerland.

This overnight stay on the Rigi's top was planned as a mad extravagance, justified only by the fact that a friend had given us a ten-dollar gold piece with instructions to "blow that in on a good time in Switzerland." But to our amazement the total bill was nine and one-half francs; eight francs for a splendid big room, a franc and a half for the usual Swiss breakfast. A tip of one franc brought the cost of this expedition up to two dollars and ten cents! The trip could be made for this price at any time of year, but we had a much better room for the money than could be had in the tourist season.

That night, looking off at the wonderful panorama of villages, farms, lakes, mountains and streams, all bathed in that peculiar purplish-golden radiance which characterizes Switzerland's sunsets, we could see for a hundred miles. Next morning we could not see a hundred feet

from our windows. A thick gray fog enshrouded us; we groped our way to the waiting car, a shrill little whistle blew like an elfin fog-horn, and we seemed to drop swiftly off into the clouds. Straight down we went, with an uncanny feeling of falling into space. Presently dim objects began to emerge from the gray blankness; the jagged outlines of great rocks loomed up darkly; the sloping roofs of Bauernhauses became faintly visible; then tall trees sprang out of the thinning mist, waving silvery, wraith-like arms at us; soon we glided into the light of day, with the rain pattering softly on the roof of our speeding car; a few more miles and we emerged into the bright sunshine at the tiny station of Arth-Goldau.

From Arth-Goldau we turned aside from the usual path of travel to spend a few hours in the little town of Zug, thus getting a glimpse of a genuine Swiss village, unspoiled by the trail of the tourist. Then we journeyed to Schaffhausen by way of Zurich. Having forty-five minutes between trains in Zurich, we took a half-hour carriage ride, which cost fifty cents, and afforded a fine view of the lake front and the imposing public buildings of this pleasant city.

In Schaffhausen we roomed at the Rheinischer House, close to the railroad station. This house afforded a good illustration of a point with which the American traveler is usually unfamiliar. That is, that one should demand to see the rooms in European hotels and insist upon getting fair value for the price asked. Our Baedeker said that this hotel had rooms at three francs and the smiling landlord assured us that this was correct.

"Let us see the room," we demanded.

The room shown was small and poorly ventilated. We shook our heads scornfully.

"I will make concession, to oblige," declared our host, hastily. "On the floor below is a much better room; I will make the same price for this once." Whereat he led us down one flight to a pleasant, airy chamber, which we promptly engaged.

From Schaffhausen out to the famous Rhein-fall is but a few moments' ride by trolley, and we spent the afternoon and evening at this beautiful spot, returning to the hotel only to sleep and catch an early train which whirled us through the Black Forest to Heidelberg.

Fair Heidelberg! Only the thought of a stern editor holding a stop-watch on this story prevents pages of rhapsody about this city, whose very paving-stones seem fraught with music and romance. It was on Sunday afternoon that we climbed the steep road leading to the castle, which stands three hundred feet above the river, lifting itself proudly from the deep green forest which makes a fit setting for this grand old ruin. Everywhere, in the open-air cafés, German bands were playing and German voices were lifted in the songs of their fatherland. There is no general admission fee for the castle, but a courteous lady guide shows

visitors through certain closed rooms, if this is desired, for a fee of a half-mark. That night, after listening to a fine open-air concert given by the Stadt orchestra in the center of the city, we slept amid splendor and luxury at the Pension Alt-Heidelberg. Not happening to have a moderate-priced room ready for occupancy, they gave us for six marks an immense chamber, draped in crimson velvet and adorned with much gilt furniture.

Securing good rooms at low price is one of the advantages of out-of-season travel, but we were destined to encounter some of the disadvantages now. When we reached Mayence—a short journey by rail from Heidelberg—we found that there were no passenger boats on the Rhine at that season, and instead of sailing down that legend-haunted river we must go prosaically to Cologne in a steam car. Should you ever encounter a like situation, take the road that runs down the right bank of the Rhine to the city of Deutz, which is connected with Cologne by a river bridge. We took this side by a fortunate mistake and discovered that the view is far better than from the left bank.

In Cologne we had the usual carriage ride, and spent a few hours in the glorious cathedral. Our room was at the Hotel Minerva, a comfortable house near the station, where the rates were low and there were no extras. The next stop was at Brussels, from which place we visited the Field of Waterloo. There, disdaining the pleadings of dozens of guides who frantically protested that we could not get along without them, we roamed about at our leisure, climbing the heroes' mound, two hundred feet in height, and surmounted by a colossal lion, and lunching at the Hotel Wellington, where the loquacious landlady gave us, in broken English, such an account of her surroundings as has never appeared on history's page!

Leaving Brussels, our faces were turned at last toward the quaint little country which had been the goal of our hopes since the long-ago days when we read Hans Brinker. Was ever a visitor to Holland disappointed? We, at least, were not. A spirit of enchantment seemed to hang over us, from our first stop in the old city of Dordrecht so typically Dutch in every street and cranny; along the canal-boat ride into Rotterdam; through acres of blossoming tulip fields to The Hague. It was with us as we drove through the green forest to Queen Wilhelmina's pretty House in the Wood, which a fee of a half-guilder allowed us to enter and to gaze upon the priceless treasures within—gifts to this beloved queen, from all parts of the world. It followed us to Scheveningen, where real Dutch fishers were unloading real Dutch fishing vessels, while fat Dutch fishwives sanded their doorsteps and scolded at wee Dutch youngsters whose tiny wooden shoes made a merry patter up and down the narrow walks. It never left us during our stay in Amsterdam, with its countless canals, its Rijks Museum with the wonderful collection of paintings which in-

cludes the Night Watch, its Grand Opera House, where we listened to Faust. And when, after the crowning day of all, spent in a tour of Monnikendam, Edam, Volendam and Marken—fascinating villages which none in the world can rival for picturesqueness—we sailed away from the Hook of Holland at midnight, to wake in Harwich, England, at daybreak, we felt that for four days we had lived in a land of pure delight.

Our expenses in Holland were about three dollars a day, apiece. Next to Paris, this was our most expensive visit, due to the fact that we were moving about constantly.

Back in London, we again took up our abode at the house in Guilford Place, near to the British Museum.

"Now we can do the Museum thoroughly," we said.

But the first morning was so pleasant that we decided to see the parks and the zoo, ere a London fog shut them from our sight. Madame Tussaud's Waxworks finished that day. The next day, after a walk through Covent Garden Market and a ride to Regent street, we visited Westminster Abbey, the National Gallery and the National Portrait Gallery. That evening we went to the Hippodrome, and when we figured up the expense account at night it was surprising to find that we had spent only four shillings for all admission fees.

"This is our last day in London, we must spend it at the Museum," half of us murmured at breakfast the next morning.

But just then the other half glanced up from the morning paper with a glad exclamation, "There's a cricket game at The Lord's Cricket Fields this morning! All my life I've wanted to see a real English cricket game."

And so, if anyone wants information about the British Museum, they are respectfully referred to the London Baedeker. This Museum is said to contain the finest collection of mummies in the world, but to us the live Londoner was more entertaining than the dead Egyptian.

We went directly from London to Glasgow and there, for the first time, we had difficulty in finding a place to stay for a moderate price. Not wishing to spend hours of valuable time in hunting a room, it suddenly occurred to us to tell our troubles to a policeman. The big Scotchman nodded understandingly.

"To be sure," he said, with a broad accent, "it's a clean temperance place you're wanting, such as respectable, common folks stay in."

Assured that he had the right idea, he took us to a place that fitted his description perfectly. We stayed there only one night; the next day we went by boat and coach through the lovely lakes and the Trossachs by way of Inversnaid and Stronachlachar to Callander, thence by train to Edinburgh.

We had a glimpse of the real life of the country people when we visited the villages of Blantyre and Bothwell, near Glasgow, looking up some family records. It is astonishing how

poor and yet how content these simple people are. A pound a month is a good wage, and a pound a week is mentioned with bated breath. Nothing could convince them that we were anything but wealthy and important personages, and when we left there, the crowd which assembled at the tiny station gazed at us with an awed admiration which we never hope to inspire in our fellow-mortals again.

Our good ship awaited us in Liverpool, where we went straight from Glasgow. Our trunk was in our stateroom; our berth was piled high with letters and packages; the stewards welcomed us with smiles and willing helpfulness. After all, it was good to be going home!

On the way home the following table of expense was compiled. This includes all the money expended, except what was used for souvenirs and post cards:

Steamer tickets	\$171.00
All other fares (railroad, carriage, etc.)	133.18
Rooms and meals	101.10
Baggage	3.49
Steamer chairs	4.00
Tips	21.09
Admission fees	11.80
Guides and guidebooks	3.08

\$448.74

Thus we had spent exactly two hundred and twenty-four dollars and thirty-seven cents apiece.

In conclusion, we would say but one word to those who want to go abroad: *GO!*

Never mind if you haven't much money; never mind if you speak only English. Pay no attention to the timid who say it can't be done. The average "foreigner" is as honest and obliging as the average American. No one is waiting to tear you limb from limb, take your money away from you, or put you on the wrong train. With average common sense and a sense of humor you can get along comfortably though you have only the English language and a little money. Without these two senses you will be uncomfortable though you speak ten languages and have an unlimited letter of credit.

CALLING UP INFORMATION

E. L.—I should very much like to have the writer of the article on travel in Europe tell me how a woman can manage to carry enough clothing for a fifty-two-day trip in a suit-case.

The author of *Europe Reduced to Twenty-Four* will have an answer ready for the May issue. The same reference has been made of the question of Mrs. J. W. R.

R. A. C.—What is meant by one-class ocean steamers and what are their advantages and disadvantages?

One-class boats are those with one-class cabin accommodations. They carry steerage and hence might be called the same as second-class on a first-class boat. The advantage of the one-class steamer over the second-class ac-

commodations is better staterooms—in part—and the freedom of the decks. For this latter reason alone many, who refuse to be penned in second-class decks on the regular steamers, will take a one-class boat. The disadvantage—to some—is the slowness of such boats; and as that is a merit in the eyes of many, the one-class steamers are becoming popular.

The experience of our readers on particular boats would be welcome.

"Easterner."—What are the chances for long river trips on the Ohio and Mississippi, for instance between Pittsburgh and New Orleans? Give me some idea of time and fares.

Who will answer?

In the memory of some of us who are not grandmothers, spelling was taught by a graduated system beginning with the phonetic value of the letters. Long lists of words of similar sound but with different initial letters were given, and possibly with one or two exceptions or variations sandwiched in. The ear and the mind, from frequent repetition, grew accustomed to a certain combination, and, once learned, it was never forgotten.

To-day I take up the spelling-book of a child and attempt to hear him his lesson. What do I see? A list of "Things to Use on the Table." He spells "bread" "salt," and "plates" correctly, and sticks at "knives." He goes back, studies it again, and again sticks at "knives." Why should knives be spelled as it is? He cannot understand. The fact that it is something to use on the table does not help him. I turn to the preface of the book and learn that spelling, forsooth, should be taught "by an association of ideas"! Now, spelling is not an association of ideas. It is an association of sounds. If you teach it by association of the idea of sound, well and good. *Why should the child be robbed of the help which association of sounds would give him? Why should each word be made an exception and have to be learned by a distinct mental process? Let us thank our lucky stars that we were educated before there was an effort to make learning picturesque.—Lippincott's.*

We ignore the barbarism of the spoken word, and devote our energies to getting our young people to write well. The influence of classical learning and methods—which disregarded the spoken word and aimed at writing only—is obvious. So we have a dual language: the debased language of the street and of vulgar speech, and the (theoretically) standardized language of the schoolroom and of written discourse. The colleges lay no stress upon speech, and pay no practical heed to it. They care not how barbarous a student's oral expression may be; all they ask is correct written language. It is a ridiculous situation. . . . Think of the plays of Shakespeare, written to give a vivid hour to those rude apprentices that thronged the pit of the Globe, but now submitted to our high school and college clinics! How those "honeyed corners at the lips" of our great dramatist would widen to smiles or pucker to sneers could he but know of our cold-blooded post-mortems on his plays! We murder to dissect.—*Percival Chubb.*

SUGGESTIONS FOR THE CLASSROOM

MEMORY GEMS FOR APRIL

(Saturdays and Sundays are omitted)

(A) Marks the selections for the younger children; (B) those for the more advanced pupils.

APRIL 1

- (A) Good-morning, sweet April,
So winsome and shy,
With a smile on your lips
And a tear in your eye.
- (B) 'Tis the month of April,
When early in the morn
The cheery farmer soweth
To right and left the corn.
The gallant team come after,
A-smoothing of the land,
May heaven the farmer prosper
Whate'er he takes in hand.

—OLD SONG.

APRIL 2

- (A) Sing, children, sing!
Winter wild has taken wing.
- (B) A raindrop, pure and sweet,
Is a prism all complete.

APRIL 3

- (A) See the golden catkins swing
In the warm airs of the spring.
Sing, little children, sing!
—CELIA THAXTER.
- (B) A gush of bird song, a patter of dew,
A cloud, and a rainbow's warning,
Suddenly sunshine and perfect blue —
An April day, in the morning.
—HARRIET PRESCOTT SPOFFORD.

APRIL 4

- (A) Hear the sweet lily bells
Ringing to church!
- (B) They are all in the lily-bed, cuddled close
together—
Purples, Yellow Cap, and little Baby
Blue.
How they ever got there, you must ask
the April weather,
The morning and the evening winds,
and the sunshine and the dew.
—NELLY M. HUTCHINSON.

APRIL 5

- (A and B) For all that sleep shall rise again
To spend a long, glad Easter day.

APRIL 8

- (A and B) Consider the lilies, how they grow,
they toil not, neither do they spin,
yet Solomon in all his glory was not
arrayed like one of these.—BIBLE.

APRIL 9

- (A) Little white lily
Smells very sweet,
On her head sunshine,
Rain at her feet.
- (B) Oh, Daffy-down-dilly, so brave and so
true!
I wish all were like you:
So ready for duty in all sorts of weather,
And glowing forth courage and beauty to-
gether.

APRIL 10

- (A) For He who careth for the flowers
Will much more care for us.
- (B) Glorious fountain!
Let my heart be
Fresh, changeful, constant,
Upward like thee.

—LOWELL.

APRIL 11

- (A) April cold with dropping rain
Willows and lilacs bring again.
—EMERSON.
- (B) The early lark, that erst was mute,
Carols to the rising day
Many a note and many a lay.

APRIL 12

- (A) Lord and Lady Robin are out,
So brave in their scarlet and gray,
Fain to spy what spot might be best
For building their palace, that we call a
nest.
- (B) Merrily, merrily shall I live now
Under the blossoms that hang on the
bough.

—SHAKESPEARE.

APRIL 15

- (A) The alder by the river
Shakes out her powdery curls;
The willow buds in silver,
For little boys and girls.

- (B) Again the blackbirds sing; the streams
Wake, laughing, from their winter dreams
And tremble in the April showers
The tassels of the maple flowers.

—WHITTIER.

APRIL 16

- (A) The little birds fly over—
And oh, how sweet they sing!
To tell the happy children
That once again 'tis spring.
- (B) When April winds
Grew soft, the maple burst into a flush
Of scarlet flowers.

—BRYANT.

APRIL 17

- (A) Ring-ting! I wish I were a Primrose,
A bright yellow Primrose, blowing in the
spring.

—WILLIAM ALLINGHAM.

- (B) Long as there's a sun that sets,
Primroses will have their glory;
Long as there are violets,
They will have a place in story.

—WORDSWORTH.

APRIL 18

- (A) Across the windowpane
It pours and pours.
- (B) How pleasant the life of a bird must be,
Wherever it listeth there to flee.

—LONGFELLOW.

—MARY HOWITT.

APRIL 19

- (A) Cloud and sun together makes the year;
Without some storms no rainbow could
appear.

- (B) The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing,
The snail's on the thorn;
God's in His heaven—
All's right with the world.

—ROBERT BROWNING.

APRIL 22

- (A) Violets stir, arbutus wakes.

- (B) Who shall say that flowers
Dress not Heaven's own bowers?

—LEIGH HUNT.

APRIL 23

- (A) Robins call robins through the showers,

- (B) April, April,
Laugh thy girlish laughter;
Then, the moment after,
Weep the girlish tears.

—WILLIAM WATSON.

APRIL 24

- (A) Hark, hark, I hear
The strain of strutting chanticleer,
Cry, cock-a-doodle-do.

—SHAKESPEARE.

- (B) When proud-pied April, dressed in all his
trim,
Hath put a spirit of youth in everything.

—SHAKESPEARE.

APRIL 25

- (A) Little brook! Little brook!
You have such a happy look.

—JAMES WHITCOMB RILEY.

- (B) A violet by a mossy stone,
Half hidden from the eye!
Fair as a star, when only one
Is shining in the sky.

—WORDSWORTH.

APRIL 26

- (A) Jack-in-the-pulpit
Preaches to-day,
Under the green trees
Just over the way.

—CLARA SMITH.

- (B) And the spring arose in the garden fair
Like the spirit of love felt everywhere;
And each flower and herb on earth's dark
breast
Rosé from the dreams of its wintry rest.

—SHELLEY.

APRIL 29

- (A) My heart looks up when I behold
A rainbow in the sky.

—WORDSWORTH.

- (B) Dandelion through the meadow makes
A royal road, with seals of gold.

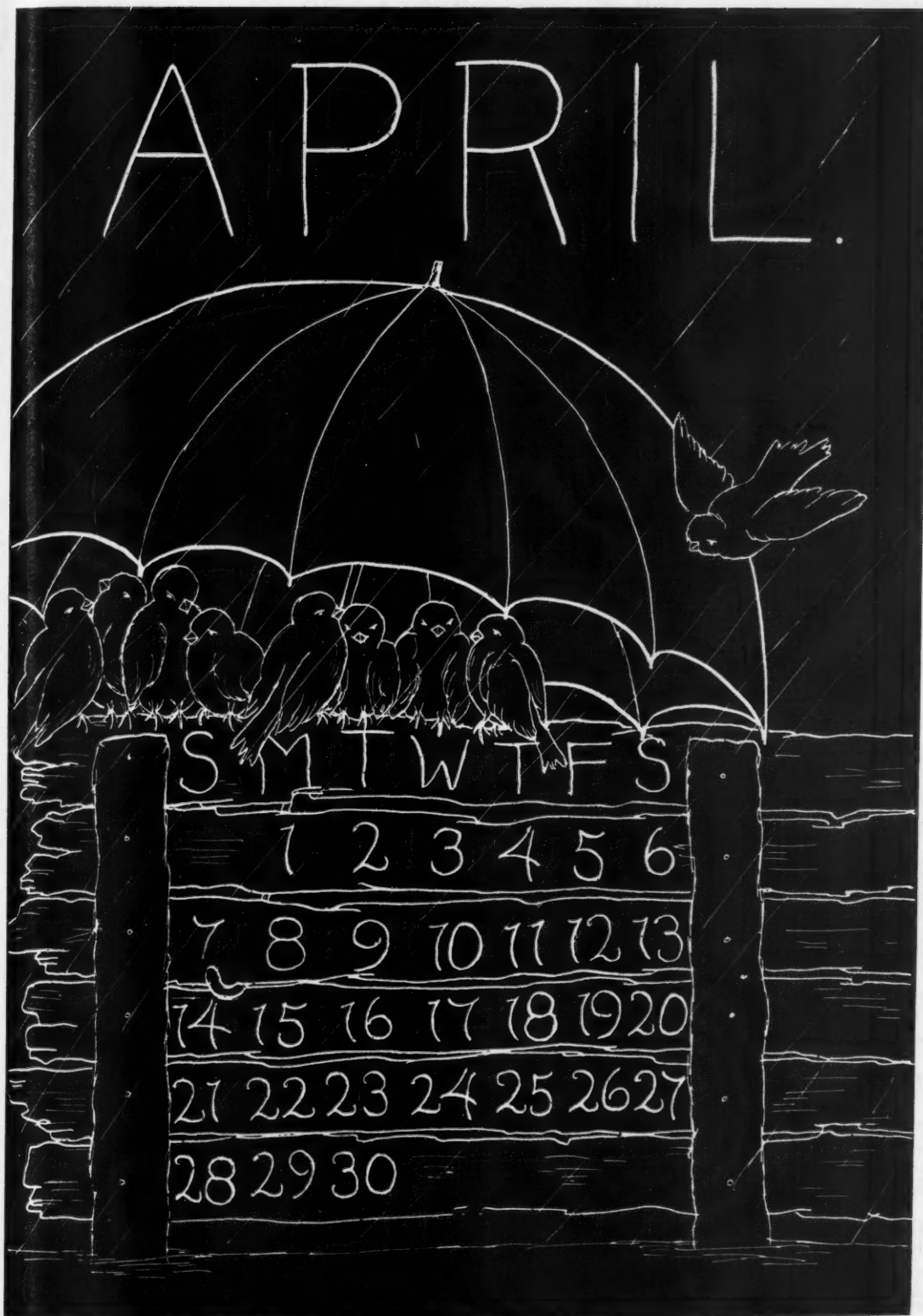
APRIL 30

- (A) Here blows the warm, red clover,
There peeps the violet blue;
O happy little children,
God made them all for you.

—CELIA THAXTER.

- (B) I'll not o'erlook the flower
That made the woods of April bright.

—BRYANT.



Blackboard Calendar for April

ASIA IN TOPICAL OUTLINE

By EMILIE V. JACOBS

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Introduction

The Relation of Asia to the Rest of the World.
"Asia," Carpenter, Chapter I.

Lesson I

I. Geographically.

(1) Comparative Size: (a) Population; (b) Area. (2) Comparative shape; coast line. (3) Location: (a) Hemisphere; (b) Direction from other grand divisions; (c) Its neighboring grand divisions and how separated from them; (d) Adjacent oceans; (e) How reached; ports of entry; (f) Zones and climate.

Lesson II

II. Industrially and commercially.

(1) Familiar names of countries. (2) Familiar people that come to our country. (3) Familiar products.

Lesson III

Resumé of Lessons I. and II.

I. The Rice Fields of Japan.

"All Around Asia," Redway, page 123.

"Industrial and Commercial Geography," Morris, page 283.

"How the World Is Fed," Carpenter.

"Asia," Carpenter.

"Asia," Tarr & McMurray; map (distribution).

Geographical data: Japan Islands; Japan Sea; Japan Current; Trade Winds (influence upon climate); Rice; Races; Mongolians;—modes of life, occupations; bamboo; Tokyo; Yokohama.

Lesson I

A Rice Plantation

I. Importance of rice.

(1) Food for all civilized nations. (2) The principal food of one-third of the people of the world; takes the place of bread for all but the poorest in China, Japan and India.

II. Fields.

(1) Size: very small. (2) Terraces. (3) Hedges. (4) Irrigation.

III. Plant.

(1) Height, 3 feet to 9 feet. (2) Color. (3) Arrangements of grains on stems.

IV. People.

(1) Men, women and children working in

fields. (2) Dress;—kimonos and hats. (3) Racial peculiarities.

V. Climate.

(1) Heat;—influenced by Japan current. (2) Moisture;—influenced by trade winds.

Lesson II

Processes in the Rice Industry

I. Preparation of the field.

(1) Leveling. (2) Spading. (3) Flooding. (4) Manuring.

II. Sowing the seed broadcast.

III. Transplanting.

(1) Sprouts a few inches high. (2) Separating plants for room for growth.

IV. Irrigating.

(1) Every couple of weeks. (2) Weeding. V. Harvesting.

(1) Withdrawing water. (2) Hand scythes.

Lesson III

Processes (continued)

VI. Separating the grain from the straw.

(1) Flailing. (2) Teethed saw.

VII. Hulling.

(1) Pounding. (2) Treading. (3) Machinery. (4) Bamboo mill wheels.

VIII. Winnowing: Blowing away the chaff.

IX. Polishing: Rollers with sheepskin.

X. Bagging.

XI. Exporting: Ports: Yokohama, Tokyo.

Lesson IV

I. Distribution of rice.

(1) Asia, "The rice continent." (2) The great rice countries; Japan, China, India, United States. (3) Grown in all hot, moist countries. (a) Rich, low soil around rivers. (b) Irrigated higher slopes.

II. Varieties.

(1) Size. (2) Color; from light yellow to reddish brown. (3) Odor; some very fragrant. (4) Qualities: Japan and United States raise the best. Necessity for importing the cheap grade from China for the Japanese; Japanese rice being too expensive for any but the rich. III. Value.

(1) Great amount of labor. (2) Compare with wheat raising. One process for wheat frequently corresponds with two for rice.

IV. Uses.

(1) Grain. (a) Food; in the grain, also flour. (b) Saké or wine. (2) Straw. (a) Matting. (b) Mats. (c) Rope. (d) Clothing; hats, raincoats, sandals.

Lesson V

Lantern Exhibition.

The rice industry.

General views of life in Japan.

II. The Art of Japan

"All Around Asia," Redway.

"Asia," Carpenter.

Lesson I

Arrange an exhibit of articles made in Japan, loaned by the pupils. Examine them individually, emphasizing the following points:

(1) Beauty. (2) Materials used. (3) Skill in the making. (4) Simplicity and cheapness combined with beauty.

Lesson II

The Industrial Arts of Japan.

I. Materials used.

(1) Paper. (2) Rice straw. (3) Bamboo. (4) Ivory. (5) Silk. (6) Cotton. (7) Wood. (8) Metals. (9) Lacquer. (10) Paint.

II. Wonderful skill in workmanship.

(1) Weaving. (2) Embroidering. (3) Painting. (4) Printing. (5) Modeling. (6) Carving.

Lesson III

The Art of Life

I. Care of the Body.

(1) Cleanliness; daily bathing. (2) Care of women's hair. (3) Importance of fresh air. (a) Construction of houses. (b) Method of heating. (4) Food; rice, tea, fish. (5) Physical training a model for the world; "jiu jitsu."

II. Training of the Mind.

(1) Many schools and colleges. (2) Appreciation of western universities; students at Harvard, Pennsylvania, etc.

III. Training of Character.

Japanese traits: (1) Self-control. (2) Bravery and courage. (3) Patriotism. (4) Honesty. (5) Politeness. (6) Hospitality. (7) Reverence. (8) Love of beauty.

Lesson IV

Written Test.

III. A Visit to Peking

"National Geographic Magazine," December, 1911.

"All Around Asia," Redway.

"Journeys to China and Japan," M. George.

Geographical data: Korea, Hong Kong, Altai Mountains, Kuen Lun Mountains; China Sea, Pacific Ocean, Amoor, Hoang Ho, Yangtse-Kiang rivers, surface, climate, tea, grain, rice, opium, inhabitants, modes of life, Mongolians, Peking, Canton, Victoria.

Lessons I and II

I. Modes of travel.

(1) Wheelbarrow. (2) Sedan chair. (3) Cart.

II. The city.

(1) Wall (4,000 walled cities in China). (2) Great size. (3) Great population. (4) Streets; crooked, narrow, grooved. (5) Buildings: (a) One-story homes. (b) One-story stores. (c) Temples and pagodas. (d) Palaces and government buildings.

III. People.

(1) Race features. (2) Dress. (3) Education: (a) Schools and colleges. (b) Imperial University at Peking. (c) Examination for government office.

IV. From Peking to Victoria

Lesson I

I. A Visit to the great wall of China.

(1) Location: Kuen Lun Mts. to coastal

plain. (2) Use. (3) Age. (4) Construction: (a) Appearance. (b) Number of laborers. (c) Method. (d) Length of time.

Lesson II

II. From Peking to Victoria, Hong Kong.

I. Water route.

(1) Grand Canal, across Hoang Ho, and Yangtse-Kiang, Pacific Ocean, China Sea.

II. Boats.

Variety and great number.

III. Interesting scenes along the route.

(1) Great numbers of farms: (a) Chinese "nation of farmers." (b) Small size of farms. (c) Few cattle. (d) Work done by hand. (f) Irrigation. (g) Products: rice, tobacco, wheat, barley, tea. (2) Bamboo forests. (3) Great number of villages.

III. Climate.

Change from north to south.

Lesson III

IV. Victoria.

(1) Location. (2) Harbor. (3) Streets. (4) Buildings. (5) People.

V. Importance.

(1) One of the most important ports in the world. (2) Most important port of Asia. (3) Belongs to Great Britain:—(a) British Garrison. (b) Asiatic Fleet.

VI. Canton: Location.

V. The Silk Industry of China

"How the World Is Clothed," Carpenter.

"Asia," Carpenter.

"Commercial Raw Products," Toothacker.

"Industrial and Commercial Geography," Morris.

Lesson I

I. Silk-producing countries.

(1) China:—More than one-half of the world's silk; the leading silk-producing country. (2) India, Japan, Italy.

II. The chief silk region of China: South-eastern China; upper Yangtse-Kiang; west of Shanghai and Canton.

III. Scenery.

(1) Numerous canals. (2) Many bridges. (3) Great mulberry orchards. (4) Small villages.

IV. The mulberry tree.

(1) Height; pruned to 6 feet. (2) Gnarled and knotted branches. (3) Leaf; form. (4) Rows five feet apart. (5) Age, up to fifty years.

Lesson II

How the Raw Silk Is Produced

I. The Moth.

(1) Color. (2) Size. (3) Number of eggs laid; up to 500.

II. The Eggs.

(1) Size. (2) Changes of Color. (3) Laid in summer, on coarse paper. (4) Hatched the following spring. (5) Curious methods of

(Continued on page 241)

MATERIAL FOR ARBOR DAY

History of Arbor Day

To J. Sterling Morton, of Nebraska, belongs the honor of originating this tree-planting festival in the United States; and for that he is popularly known throughout our whole country as the "father of Arbor day." So well has the day been observed in Nebraska since 1872 that there are now over 700,000 acres of trees in that once treeless state.

This custom of tree planting is not, however, new. German families living in the rural districts had the habit, as one writer tells us, of each planting a tree at Whitsuntide, which comes forty days after Easter. The old Mexican Indians also plant trees on certain days of the year, when the moon is full, and name them after their children; and the Aztecs used to plant a tree every time a child was born, which bore the name of the child.

In the United States, Dr. Winthrop, of Connecticut, seems to have been the first—in 1865—to suggest the annual planting of trees under state direction, and he was the most enthusiastic in extending the Arbor day movement.

The successful establishment of the day in Nebraska commended it at once to the people of other states and it was soon adopted by Kansas, Iowa, Minnesota, Michigan and Ohio. It was in this last state that the teachers and pupils of the schools were first invited to unite in its observance, a feature which has since become peculiarly characteristic of its celebration. From that time it spread rapidly until now probably every state and territory celebrate Arbor day in some way.

Its healthful and desirable features have so generally commended it that it has also gained a foothold abroad. In 1895 Dr. Winthrop visited Japan and instituted Arbor day on the emperor's birthday. In 1896 Arbor day was inaugurated in Spain by King Alfonso, then only a boy, who planted a young pine tree with his own hands. About 1900 Arbor day was officially entered on the list of public fête days in Italy. It has also become a school festival in England, France and even in far-off South Africa.

The character of the observance has changed, the general purpose now being to incite a keener interest in nature, while the particular aim is to make schoolhouses and schoolgrounds more attractive and healthful.

So the day, the formal observance of which began in the Mississippi valley, is now known in almost every part of the world.

If you cannot plant a tree upon your school grounds, train a vine upon the schoolhouse or place a plant in your schoolroom.

Nature made ferns for pure leaves, to show what she could do in that line.—*Thoreau*.

The Alphabet for Summer

- A is for the Apple-blossoms
Coming with the spring.
- B is for the Buttercups
The merry May will bring.
- C is for the Crocus buds
Pushing through the mold.
- D is for the Dandelions
With their crowns of gold.
- E is for the Elder-blooms,
White as driven snow.
- F is for the Flower-de-luce
That 'mid the rushes grow.
- G is for the meadow Grasses
Waving everywhere.
- H is for the Honeysuckle,
Scenting all the air.
- I is for the Idle hours
Spent in gathering posies.
- J is for the lovely June
With her wreath of roses.
- K is for the Katydids
And all their endless chatter.
- L is for the Lily pads
Floating on the water.
- M is for the Morning-glories,
Flowering high and low.
- N is for the downy Nests
Where the birdies grow
- O is for the Orioles gay,
Singing loud and sweet.
- P is for the Poppy-heads
Flashing through the wheat.
- Q is for the Quinces, hanging
Golden in the sun.
- R is for the little Rills,
Laughing as they run.
- S is for the Silver glory
Of the harvest moon.
- T is for the Tender light
Of Nature's afternoon.
- U is for the Underbrush,
Where hazel nuts are browning.
- V is for the luscious Vines,
With their purple crowning.
- W is for Woodbine, when
The green and golden blend.
- X is for the Exodus
Of robins and of wrens.
- Y is for the Yellow leaves
That set the woods aglow.
- Z is for the gentle Zephyrs
Vanished long ago.

—Mrs. J. M. Dana.

There isn't a blossom under our feet
But has some teaching, short and sweet,
That is richly worth the knowing;
And the roughest hedge, and the sharpest thorn,
Is blest with a power to guard or warn,
If we but heed its showing.

—Phoebe Cary.

We have a secret, just we three,
The robin and I and the sweet cherry tree.
The bird told the tree and the tree told me,
And nobody knows it but just us three.

Give fools their gold and knaves their power;
Let fortune's bubbles rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

—John Greenleaf Whittier.

He who plants a tree,
He plants love;
Tents of coolness spreading out above
Wayfarers, he may not live to see.
Gifts that grow are best,
Hands that bless are blest;
Plant; life does the rest,
Heaven and earth help him who plants a tree,
And his work its own reward shall be.

—Lucy Larcom.

To own a bit of ground, to scratch it with a
hoe, to plant seeds and watch their renewal of
life—this is the commonest delight of the race,
the most satisfactory thing one can do.—
Warner.

Johnny Appleseed

What is most interesting is the habit he had
of planting seeds wherever he went. When
he ate an apple or a peach or a pear he put the
seeds carefully in a pouch he carried, and when
he reached a fertile valley, where he thought a
family would surely come to live some time, the
seeds were carefully planted. So it happened
that hundreds and hundreds of travelers look-
ing for homes in the wide western country have
come upon fruit trees in the wilderness, and
there have made homes.

Thus he traveled over many states when they
were yet new, leaving the seeds behind him to
sprout and grow when he was gone. Poor
Johnny! He was a philanthropist, you will
say, as well as a philosopher and a poet. That
is true. He was not ambitious, as you and I
are, yet he did a great deal of good. He made
many people happy, and was contented to be
without even a name. So they called him
Johnny Appleseed.

If we desire our children to love beautiful
things and to live beautiful lives, we must sur-
round them with beautiful influences during
their school days.

The Secret

Pussy Willow had a secret that the snowdrops whispered
her,
And she purred it to the south wind while it stroked
her velvet fur;
And the south wind hummed it softly to the busy honey
bees,
And they buzzed it to the blossoms on the scarlet maple
trees;
And these dropped it to the wood brooks brimming full
of melted snow,
And the brooks told Robin Redbreast, as they chattered
to and fro;
Little Robin could not keep it, so he sang it loud and
clear
To the sleepy fields and meadows, "Wake up! cheep up!
Spring is here." —Youth's Companion.

Wake up desire in the patrons for better
school grounds and schoolrooms. Make the
schoolhouse the center of neighborhood life
and pride and you have bridged the gulf.—
D. E. McClure.

Let the central idea of Arbor day be the
beautifying of school surroundings. Better
work will be done by both teachers and pupils.

The Building of the Nest

They'll come again to the apple tree—
Robin and all the rest—
When the orchard branches are fair to see
In the snow of the blossoms dressed;
And the prettiest thing in the world will be
The building of the nest.

Weaving it well so round and trim,
Hollowing it with care,
Nothing too far away for him,
Nothing for her too fair;
Hanging it safe on the topmost limb—
Their castle in the air.

Ah, mother bird, you'll have weary days
When the eggs are under your breast,
And your mate will fear for willful ways
When the wee ones leave the nest;
But they'll find their wing in a glad amaze,
And God will see to the rest.

So come to the trees with all your train
When the apple blossoms blow,
Through the April shimmer of sun and rain
Go flying to and fro;
And sing to our hearts as we watch again
Your fairy building grow
—Margaret E. Sangster.

No man hath ever known or said
How many there may be,
But each tree helpeth to make a shade;
Each leaf to make a tree.

—Holmes.

(Continued on page 233)

THE EBERHARD FABER PENCIL CO.

This business, which was established by Eberhard Faber in 1861, was located in a three-story brick factory at the foot of East Forty-second street.

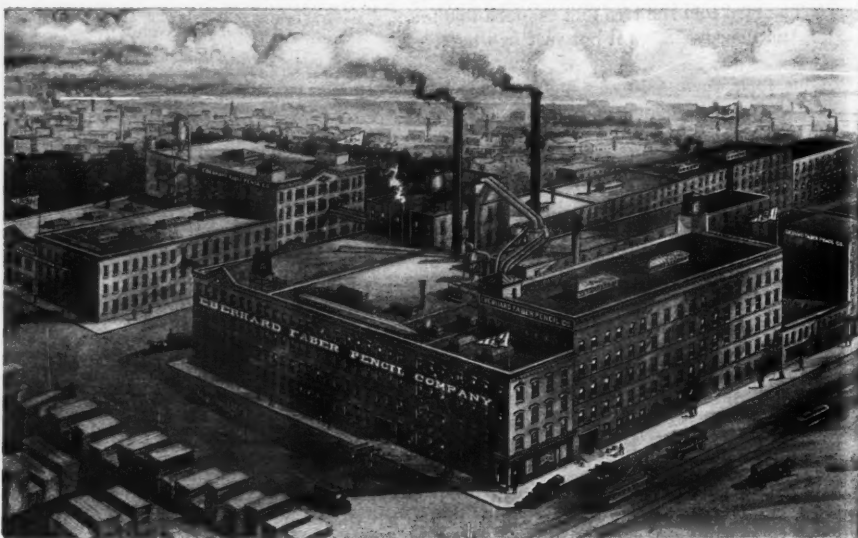
On May 28-29, 1872, fire broke out in the room where the cedar logs were sawn and cut, resulting in the complete destruction of the factory. It is interesting to note that the entire stock of pencils on hand at the time and which was entirely consumed amounted to just twelve and one-half per cent of the stock carried to-day.

About the time that the plant was destroyed Eberhard Faber had contemplated erecting a factory on Staten Island; in fact, a site had been selected when the fire made necessary other arrangements. Suitable buildings

having been found in Greenpoint, negotiations for the purchase were made, and the original buildings of the present plant, three in all, were bought in July, 1872.

To-day there are nineteen buildings in the group with a total ground space of 70,000 square feet and with a floor space of 260,000 square feet.

(Continued on page iv)



(Continued from page 215)

American male teachers in Japan are paid from \$50 to \$100 a month, while in the smaller Japanese communities the cost of living is about \$15 a month if the teacher lives in native style and about \$30 a month when living in foreign style with a servant.

The art of learning is nowhere adequately taught, though it is the most valuable art one can acquire. Educational literature teems with books, monographs, and papers on the art of instruction. In contrast to this wealth of material is the paucity of literature on the art of study. The learning process has not yet received the serious study it deserves. We know the processes only in broad outline from psychology. Efficient methods of teaching will be discovered when the problem of efficient and economical learning is solved, and only then. Hence educational psychology should focus attention not on methods of teaching but on methods of learning; the teacher is to teach children, not subjects.—V. A. C. Henmon.

One of the functions of the technical schools should be to train the men, who, with adequate additional shop experience, can in turn take the positions in the technical high schools, or who will be fitted to organize the work of the grammar grades. Technical schools are now suffering as much from a lack of trained men for the

teaching staff as from all other causes.—James F. Barker.

A certain sanitarium gave a test for insanity which it always claimed was absolutely conclusive. It was very simple. The patient was given a large dipper and was set to emptying a tub of water set under a hydrant with the water turned on. If the patient continued trying to empty the tub without turning the water off he was declared to be hopelessly insane. We, as schoolmen, are undertaking a similar task in our battle against ignorance, as long as we allow a stream of ignorant children to leave our schools, simply because they are fourteen years old.—Pliny Johnston.

Humanity is a various thing. It is here that continuation and vocational schools are seen to be as necessary as normal schools and other professional schools. A great city does not need even teachers any more than it does plumbers and machinists.—William E. Chancellor.

With reference to the temperature of the schoolroom we know that a uniform temperature of 68 degrees means from 25 to 50 per cent less coughing and colds in the schoolroom than a temperature of 72 degrees. We know that excessive temperatures mean a weakened condition.—G. M. Wilson.



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CURRENT EDUCATIONAL ARTICLES

March Magazines

"The Dam Is Out!" is the headline title of an article in the *Educational Review*, in which the author likens the old education of Latin, Greek and mathematics to a dam across the stream of knowledge:

The new education—the industrial in all its forms, the commercial, the agricultural, the pedagogical—then had nothing to do but to recognize that a state of war existed, and that the old monopoly had declared it in wrongfully, and without authority from society, damming up the social stream. The New then began, and continued to dynamite the dam by forceful and persistent agitation, until now the whole *dammed* stream is upon us in a torrent! Educational conventions, local, state, and national, think and talk of nothing else than how to bring order out of the chaos following the flood. The old mills are in danger of being carried away, and promoters representing dominant social interests are surveying the ground below, with a view to putting up mills to supply the social needs. The old monopolies are too busy preserving even what they have to make much of a protest against these new enterprises.

An article in *The School Review* refers to the Massachusetts law of 1862, requiring the daily reading of the Bible in the public schools, as "The last vestige of Puritanism in the public schools of Massachusetts." The opposition to this law of half a century ago is "so feeble as scarcely to be worthy of recognition," although the enactment does not remain in the statutes of any other New England state.

"In 1828 the minister ceased to have any legal connection with the public schools" of Massachusetts; and since then there has been no such instruction to the pupils as Cotton Mather used to give, who possessed unusual "talent in presenting his uncanny ideas to children":

Ah, children, be afraid of going prayerless to bed lest the devil be your bedfellow. Be afraid of playing on the Lord's Day lest the devil be your playfellow. Be afraid of telling lies or speaking wickedly lest that evil tongue be tormented in the flames when a drop of water to cool the tongue will be roared for.

The April Magazines

The *Century* for this month might be called an educational number. One of its three articles on schools continues the discussion of the American Undergraduate and has this to say of college journalism:

The condition of college journalism at present does not confer high honor on the American undergraduate or on American colleges. When we look beyond the college daily, we find literary periodicals nearly at a standstill as to funds and ideas. In the middle west

especially, the editors of literary journals spend a good part of their time in drumming up delinquent subscribers. The principal activity manifested by many a college literary magazine is to start and to stop.

In the same magazine a writer gives the result of investigations as to *The Child that Is Different*. According to this article fully one-third of all children in the primary and grammar grades are physically or mentally incapacitated, or both. These children cannot keep up with the ordinary school curriculum, which is devised to meet the needs of perfectly healthy, normal, average, well-fed, well-cared-for youngsters. They lag, and, worse than that, they drag. Remembering that Balzac, Walter Scott, Daniel Webster and Froebel were counted as dullards in their youth, the importance of allowing certain minds a slow development is manifest. Parents and teachers ought to know how to detect bad mental habits when they first appear. Some of the article reads like an advertisement of certain mental sanitariums which supposedly get large fees from the rich.

Since Arbor Day approaches, Walter Malone's *Prayer Before Planting Trees*, Scribners, is timely. These are lines therefrom:—

Lord, we are setting in this chosen ground
These tender nurslings, trusting in thy grace
To cherish them through infancy, to guide
Their tiny rootlets through the darksome earth,
To lift their boughs to heaven, and give them power
To yield their tribute unto grateful men
In fruit or flower or shade. . . .
Make us unselfish in this task; our hearts
Uplift; and move our hands to speed with joy
In this, our labor, whereby we shall seek
To bless the lives of others yet to come,
When we ourselves have mingled with the dust
Wherein we plant these trees.

The inquiry "How Can the Woman's College Be Bettered?" leads a writer in the *Ladies' Home Journal* to remark that the woman's college, which for several generations has been trying to prove that its students can do the same work as men, has incidentally almost lost sight of the fact that its students are women.

However, this will be remedied by—

1. Changes in curriculum, requiring more physiology and hygiene, more practical work in physical science, some work in domestic science, instead of Latin and mathematics.
2. More personal supervision looking to the cultivation of grace and charm of manner and familiarity with social customs.
3. More men on the faculty.

ARBOR DAY MATERIAL

(Continued from page 229)

Bob White

There's a plump chap in a speckled coat,
And he sits on the zigzag rails remote,
Where he whistles at breezy, bracing morn,
When the buckwheat is ripe, and stacked the corn:
"Bob White! Bob White! Bob White!"

Is he hailing some comrade as blithe as he?
Now I wonder where Robert White can be!
O'er the billows of golden and amber grain
There is no one in sight—but hark again:
"Bob White! Bob White! Bob White!"

Ah! I see why he calls; in the stubble there
Hide his plump little wife and babies fair;
So contented is he, and so proud of the same,
That he wants all the world to know his name:
"Bob White! Bob White! Bob White!"

—George Cooper.

Dear little tree that we plant to-day,
What will you be when we're old and gray?
"The savings bank of the squirrel and mouse,
For robin and wren an apartment house,
The dressing-room of the butterfly's ball,
The locust's and katydid's concert hall,
The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July moon;
And my leaves shall whisper them merrily
A tale of the children who planted me."

—Youth's Companion.

Transplanting Trees

The simplest standards by which any tree should be judged would be its hardiness, its attractiveness and its usefulness. Any tree that lacks the first one of these qualities should be discarded. As a general rule it would probably be best to select trees two to four feet tall. If the removal and resetting can be done on a cloudy day, so much better. Not even the fine fibrous rootlets should be allowed to become dry. It would be well if the home could be prepared in advance for the reception of the tree. Let it be broad enough to receive the roots without any bending or cramping. It may better be too broad than too narrow and a little deeper around the margin than in the center.

It would be better if deep enough, that it receive a layer of rich garden soil or leaf mold three or four inches thick on which the tree may stand. A pile of similar soil should be ready as soon as the tree is put in position to sift over its roots and pack down upon and between them. Settle this soil still more about the fibrous roots by giving it a copious sprinkling with a watering pot. Finally fill the hole with soil and cover the surface with a layer of manure to act as a mulch and keep the soil moist about the roots. Put no manure in the hole nor in contact with the roots. Plant no tree so near the schoolhouse that in after years it will unduly shade the windows and darken the schoolroom. Do not plant the trees too close to each other. Give them an abundance of room to form broad, well-shaped heads.

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BOOKS OF THE DAY

Run in the Same Molds

You can educate all the children, but you cannot educate them profitably in the same way and by the same course of study. This is the proposition which William Hawley Smith sets out to demonstrate in *All the Children of All the People*.¹ The book is discursive and long drawn-out, but has a good bit of homely and effective argument and instruction; and it may be welcomed as an aid by the educational insurgents. It will help to win a triumph that may be delayed but not prevented.

The author of *The Evolution of Dodd* has picked up some psychological phrases and he frequently functions along planes and even vibrates along planes; but he is wholesomely sound and sensible.

For instance there is this:

A little while ago I visited a high school in one of our middle-sized cities, and I stood by the side of one of the teachers, in the hall, as the pupils passed along to their classes. The great majority of these pupils were girls (it is so the country over), and a fine-looking company they were. And I said to the teacher: "I wonder if one of those girls would be willing to marry a man who has a hard hand that has to get dirty in doing its work."

And the teacher turned to me with a look of amazement, tinged with disgust, as she replied: "Why should any one of them ever be willing to do such an unworthy thing, a thing so thoroughly beneath her? I trust they have all been educated above such things." And there you are!

And yet, the great bulk of the men of this nation have got to get dirty hands in doing their work. There is no such thing as putting this fact out of the way, and we might as well face it, one time as another.

And these girls whom I saw in that high school are the natural mates for young men who have to dirty their hands with manual labor. They are from similar families, have similar parentage, live in similar homes, eat at similar tables. They are the sisters of young men who have to "work for a living." They should be the sweethearts and wives of young men who have to work for a living—helpmeets for them, in the fullest sense of that practical old word. But will such a training as the girls I saw were having in that high school, and under that teacher, bring them to their own?

The Modern Trend

Three books in different lines are designed to help in the movement toward manual training. King's *Constructive Carpentry*² is the third of a four-volume series of texts, supplemented with a handbook for teachers. The work before us treats of problems that arise at the different stages of the construction of the shell of a house, until it reaches the point where it is ready for the inside work. It is designed

for pupils in trade schools, for apprentices and for carpenters. Another class of people, many of them, who could profitably study this book, are the helpless ones who are about to build.

Since Etta Proctor Flagg, in her *Handbook of Home Economics*,³ begins, "Let each pupil provide herself," it may be presumed that the boys will continue to be excused from the cooking class. The book gives a working basis for the pupil without going into the detail which a competent teacher would prefer to provide. Here are instructions for setting the table, making tea, baking apples, taking care of the sink, boiling rice, poaching eggs, making hash, gingerbread, salad and butter-scotch. Also there is instruction in first aid to burns, ink stains and dirty linen. In addition to this there are two headings, "To Build a Wood Fire," and "To Build a Coal Fire." But theory won't do either; and where is the competent teacher?

Mr. Newell's book on *Constructive Work*⁴ is especially designed for rural schools without special equipment, and is a teachers' manual, not a textbook. It deals with paper-cutting, folding and coloring.

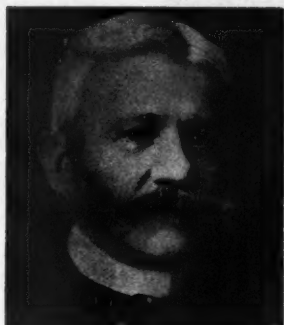
More About German Schools and Our Own

If one wishes to get the plain, significant facts in reference to the much-mooted comparison of "Public Education in Germany and in the United States,"⁵ he is commended to Doctor Klemm's book with the quoted title. The author has seen both sides, and he has eyes that see and the faculty to interpret. In considering the relative value of differing conditions he does not hie himself to metaphysical intricacies for an answer, but consults his every-day knowledge of the people and the countries. Admitting that the length of the German school day and year is an advantage, he has the sense to say:

The question might be raised, whether it would not be possible to lengthen the time of the school day or school year, and I should be inclined to answer in the negative. Our climate, the nervousness of our pupils, the restlessness of life, really preclude a school year of 1,500 hours. The high pressure of exertion, which in Germany is taken for granted—and which, it must be remembered, rarely becomes evident to the pupil—would fill our insane asylums with both teachers and pupils.

Doctor Klemm sees a vital advantage in a small matter that frequently escapes the attention of the great educationists—one for which the remedy might easily be applied. Speaking of conditions in Germany he says:

It is a fact that whatever books or appliances the child uses are his own. If his parents are able to buy



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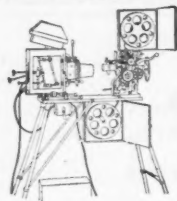
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them, well and good; if not, the authorities provide them and present them to the indigent child "to have and to hold forever." Notice the effect:—The child accumulates a small school-book library at home, an atlas, a grammar, a history, a book of natural history, containing also elementary physics and physiology, an arithmetic—in other words, it has something to refer to. Parents reading some news from foreign countries in their daily or weekly paper can, and do, look up the places in the school atlas. If a question come up as to what is correct or incorrect in use of the language, the child's grammar is at hand to consult. If a historic date or fact be in dispute, the child's history will decide the matter. Compare this with the conditions in homes where the child's text-books rarely appear, and where they are to be given up at the end of the term, being the property of the school. The American home of the artisan, the day laborer, etc., is as a rule bookless, save for a stray magazine with very scrappy and ephemeral information, or for a book of fiction borrowed from the town library.

The book lacks a unity hardly to be expected in a collection of essays and lectures, but its merits are distinct and timely.

English for Everybody

For children: Kimball's Elementary English,⁶ in two books, is designed to cover work from the fourth year through the eighth. The subjects for composition are ferry-boats, roads, soldiers, baseball, gardens and the like. The grammar-study of the second book is cut down to what is essential in practice.

For the stranger within our gates: First Lessons in English for Foreigners in Evening Schools⁷ combines exercises in phonics with practical dialogues about the interests of the average newcomer. The subjects are such as money, shops, commercial measures, riding in cars, marketing, finding city addresses. The reading lessons are about American customs, and industries.

For college students:

1. Expository Writing,⁸ by Maurice Garland Fulton, is a thorough course in this subject. The method consists in directing attention to some essential quality in a model exposition and

then requiring of the student exercises that shall aim at a similar excellence.

2. Sentences and their Uses,⁹ by a trio of authors, is a compact grammar, giving what is necessary as a foundation for the intelligent use of the English language and the study of kindred language. Brevity, logical structure, and graphic presentation of parallel or contrasted forms, seem to be its noticeable virtues. It includes some instruction as to good use and forceful arrangement of ideas.

For orators: Speech Making,¹⁰ by Edwin Gordon Lawrence, gives advice as to what to talk about and how to say it, together with sample speeches by almost everybody from St. Paul to Gladstone. From the text, speech making seems rather an accomplishment than a tool, but the speeches make valuable reading for anyone ambitious to speak, whether for the sake of the speech or of something more.

Supplementary Reading

Surely in this line of making books there is no end, and all countries and times are searched through for material. Teresa Pierce Williston goes to an awakening Asia for a second series of Japanese Fairy Tales¹¹ and adds local flavor by the illustrations of two native artists. Will the children of the American schools like these stories? That the children will have to say for themselves. It would be worth the trying.

Commissioner Claxton, in his new book in the Graded Classic Series, gets tales for children of the second grade "From the Land of Stories";¹² and still the German field is not exhausted. Emma Serl, In Fableland,¹³ puts our old friend, Æsop, in form for primary children, and has her illustrator dress the animals in the rural conventionalities of the nineteenth century. As to Georgiana M. Craik's Bow-wow and Mew-mew,¹⁴ the title pretty well tells its kind and place.

After all there is no richer source for stories than Andersen, and Andersen's Best Fairy Tales¹⁵ is an appreciation of this fact. The selection includes such stories only as are within reach of a young child's understanding. Fur-

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The Souvenir is $3\frac{1}{2} \times 5$ inches and contains twelve pages including the cover and is printed in colors and gold—just enough color to make them look well. The coloring on most of the Souvenirs we have seen stands out so strong that it makes them look cheap. You will find this is not the case with our No. 10. The embossing on this Souvenir is the very best—the design around the photo being embossed in plain white gives the photo a very fine effect. It is tied with a fine silk tassel as shown here. The souvenir was designed and engraved by one of the best artists in the country and we imagine it would be impossible to improve it.

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thermore, an intelligent attempt has been made within such limits to show the wide range of the author's genius.

Advancing to grammar grades the books that come in have more of a flavor of history. Little Stories of England¹⁶ has an ample number of tales for selection. King Alfred and Robin Hood, of course, appear; and the less mythical Elizabeth, Dickens, and Landseer are written down to the comprehension of twelve-year-olds. Like other volumes of the series of Eclectic Readings, the book is made up in an artistically modest way; and, as for its content, it is far better suited for the grades than any formal text on English history.

A similar service is done for medieval history by Patriots and Tyrants.¹⁷ The story of Venice and the retelling of Motley's account of the Beggars of the Sea ought certainly to be in the possession of the American pupil; and had the author emphasized the connection between those tales and the course of events in America, the book, in the opinion of the reviewer, would have been improved.

A grateful phase of biography appears in Heroes and Greathearts and their Animal Friends.¹⁸ "The object of this book," says the preface, "is to bring the reader into contact with some of the heroic and great-hearted of the race, who by their relations with 'man and bird and beast,' have set an example of universal kindness." General Lee and Traveler, and Bismarck and his dogs are in the book; neither have our friends of the good old readers of the long ago been left out.—The Arab and his Horse, and Daniel Webster and the Woodchuck. Grover Cleveland and the Fawn is a little far-fetched; but the most of the matter is what the newspaper men call "good stuff." Senator Vest's famous speech on the dog is warrant enough for the publication of such a reading book.

To teach us how to be careful in preventing

fires by telling us in many ways how great a matter a little fire kindleth is the object of Firebrands.¹⁹ That object is admirable and well attained in the two hundred pages, if only the teachers will not dose it out too liberally. After a certain amount of such precautionary advice the human mind, especially the young human mind, gets callous, and the aim is defeated by reiteration.

1. *All the Children of All the People, A study of the attempt to educate everybody.* By William Hawley Smith. 346 pages. Cloth. \$1.50 net. The Macmillan Company, New York.

2. *Constructive Carpentry.* By Charles A. King, Director of Manual Training, Eastern High School, Bay City, Mich. Cloth, 12mo. 188 pages. 70 cents. American Book Company, New York.

3. *A Handbook of Home Economics.* By Etta Proctor Flag, Supervisor of Domestic Science in the Los Angeles public schools. 98 pages with blanks. 75 cents. Little, Brown & Co., Boston.

4. *Constructive Work for Schools Without Special Equipment.* By C. Edward Newell, Drawing Director, Springfield, Mass. 125 pages. Illustrated. Milton Bradley Company, Springfield, Mass.

5. *Public Education in Germany and in the United States.* By L. R. Klemm, Ph.D. 350 pages. Richard G. Badger, Boston.

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6. *Elementary English*. By Lillian G. Kimball, formerly head of English Department, State Normal School, Oshkosh, Wisconsin. Cloth, 12m. Book One, 276 pages, 40 cents; Book Two, 299 pages, 60 cents. American Book Company, New York.

7. *First Lessons in English for Foreigners in Evening Schools*. By Frederick Houghton, Sc.M., Principal, Buffalo, N. Y. 150 pages. American Book Company, New York.

8. *Expository Writing*. Compiled and edited, with questions and exercises, by Maurice Garland Fulton, Professor of English in Davidson College. Cloth. 555 pages. \$1.40 net. The Macmillan Company, New York.

9. *Sentences and their Elements*. By Samuel C. Earle, Howard J. Savage, Frank E. Seavey, Teachers of English in the Engineering School, Tufts College. 164 pages. 80 cents net. The Macmillan Company, New York.

10. *Speech Making: Explicit Instructions for the Building and Delivery of Speeches*. By Edwin Gordon Lawrence. 256 pages. The A. S. Barnes Company, New York.

11. *Japanese Fairy Tales, Second Series*. Illustrated in colors by Sanchi Ogawa. A supplementary reader for the third and fourth grades. Cloth. 96 pages. Price 50 cents. Rand McNally & Co., Chicago and New York.

12. *From the Land of Stories*. Translated and adapted from the German, by Dr. P. P. Claxton. Graded Classics Series. 102 pages. 20 cents, postpaid. B. F. Johnson Publishing Company, Richmond, Va.

13. *In Fairyland*. By Emma Serl, Teacher of Primary Methods, Normal Training Department, Kansas City, Mo. 169 pages. Illustrated in color. \$0.45. Silver, Burdett & Co., New York.

15. *Andersen's Best Fairy Tales*. Translated by Alice Corbin Henderson. A supplementary reader for the first two grades. Illustrations in color by William P. Henderson. Cloth, 200 pages. Price, 45 cents. Rand McNally & Co., Chicago and New York.

16. *Little Stories of England*. By Maude Barrows Dutton, Author of Little Stories of France, Little Stories of Germany, etc. Cloth, 12mo, 256 pages, with illustrations. 40 cents. American Book Company, New York.

17. *Patriots and Tyrants. Mediæval Builders of the Modern World*. By Marion Florence Lansing, M.A. 184 pages. 40 cents. Ginn & Co., Boston.

18. *Heroes and Greathearts and Their Animal Friends*. By John T. Dale. Cloth. Illustrated. 60 cents. D. C. Heath & Co., Boston.

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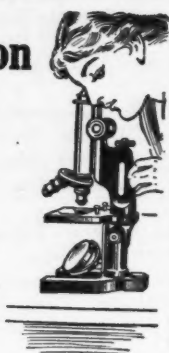
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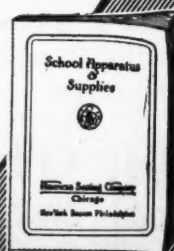


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The School Review Monographs. Number II. Paper. 153 pages. 56 cents, postpaid. The University of Chicago Press, Chicago.

Illustrated Exercises in Design. By Elizabeth Garabrant Branch, recently head of the Art Department in the Newark, N. J., High School. \$1.50 postpaid. The Prang Company, New York.

A Text-book of Physics. By Silas E. Coleman, head of the Department of Science, High School, Oakland, California. Cloth. Illustrated. 654 pages. Price, \$1.25. D. C. Heath & Co., Boston.

Bishop, King, and Helm's Cicero (Morris and Morgan's Latin Series). Edited by J. Remsen Bishop, Ph.D., Principal, Eastern High School, Detroit; Frederick Alwin King, Ph.D., Instructor in Latin and Greek, Hughes High School, Cincinnati; and Nathan Wilbur Helm, A.M., Principal, Evanston (Ill.) Academy of Northwestern University. Cloth, 12mo, with maps and illustrations. American Book Company, New York. Ten Orations and Selected Letters. 594 pages. Price, \$1.25. Six Orations. 368 pages. Price, \$1.00.

Hauff's Das Kalte Herz. Edited by F. J. Holzwarth, Ph.D., Professor of Germanic Languages, Syracuse University, and Wm. J. Gorse, A.M., Assistant Professor of German, Syracuse University. Cloth, 16mo, 168 pages. 35 cents. American Book Company, New York.

Industrial and Commercial Geography. For use in Schools. By Charles Morris. Author of a series of United States Histories, History of the World, Historical Tales, Home Life in all Lands, etc. Illustrations and Maps. 12mo. 335 pages. Cloth, \$1.10 net. J. B. Lippincott Company, Philadelphia.

Golden Treasury Third Reader. By Charles M. Stebbins, Boys' High School, Brooklyn. Cloth, 12mo, 256

pages. Illustrated. 48 cents. American Book Company, New York.

(Continued from page 227)

hatching: (a) Between cloths in warm room. (b) Between quilts; warmth of beds. (c) Between cloths under clothing of women; warmth of bodies.

III. The Worm.

(1) Size. (2) Color. (3) Food. (4) Frequency of feeding; five times a day. (5) Periodic eating and sleeping; four times. (6) Moulting each time it sleeps. (7) Rapid growth; full grown in thirty-two days. (8) Final color and size.

IV. The Cocoon.

(1) First threads gummy for attachment. (2) Uniting of two threads; twisting. (3) Method of spinning. (4) Duration of spinning, two to five days. (5) Length of thread.

Lesson III**I. Disposal of cocoons.**

(1) For developing moth for egg laying. (2) For use of silk.

II. Preparation of raw silk.

(1) Killing the worm in the cocoon, steaming, boiling or baking. (2) Sorting. (3) Separating first thread; hot water. (4) Uniting from five to ten threads. (5) Reeling: (a) By hand. (b) By machinery.

Lesson IV**III. The people employed.****IV. The homes of the people.****Lesson V****I. Manufacture of silk.**

(1) China. (2) Europe. (3) United States. II. Cities receiving silk in largest quantities.

Lesson VI**Written Test on China**

(1) Shanghai. (2) New York.

III. Processes of manufacture.

(1) In China and Japan, mostly by hand looms. (2) In Europe and United States by machinery. (Paterson, N. J., our greatest silk-manufacturing city.

WHAT'S THE GOOD OF MATHEMATICS?

Those who wish to know what the teachers of mathematics in the private high schools of the United States think their pupils get from the subject should address the Bureau of Education at Washington for a free copy of "Mathematics in the Secondary Schools of the United States."

Of course, these teachers all say, "They get mental discipline." But when the commission of inquiry asks what is meant by mental discipline, they are led to comment as follows upon the answers:

"Mental discipline is, in most cases, described in vague, general terms, loosely applied, representing all sorts of mental and even moral qualities which are believed to result from a discipline of the mind. Nearly all have a firm conviction that general abilities are gained through exercise of the mind upon a particular subject, especially mathematics.

"A composite of the replies shows that mental discipline is considered to be that which produces an improvement in intuition, judgment, memory, imagination, intelligence, reason, mental powers, reasoning powers; or an improvement in ability or power of mental concentration, initiative, sustained effort, analysis, generalization; or an improvement in ability to think rapidly, clearly, independently, logically; to recognize the essential elements in a problem, to note resemblances and relationships, to grasp and apply principles, to understand cause and effect.

"One of the most generally approved results of mental discipline is the ability to express thoughts clearly,

concisely, and accurately. In a few cases mental discipline is described as the formation of habits; habits of mental concentration, of industry, of accuracy in thought and expression.

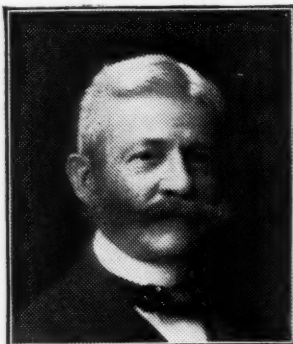
"The following is an example of a more definite analysis of the author's conception of mental discipline:

"Mental discipline is that process of mind which (1) recognizes there is a problem. (2) Wills that the problem be solved. (3) Perseveres until the desired goal is obtained."

"About half the teachers consider mathematics superior for mental discipline to all other subjects. A considerable number consider it superior for certain kinds of discipline, usually for improvement in logical reasoning or in accuracy. A few qualify their approval, saying that mathematics is superior to some subjects or for some minds. About 10 per cent of the teachers do not regard it as superior to other subjects, and one says in answer to the question, 'Decidedly no.'"

What is thought to be the oldest apple tree on the Pacific Coast is still growing in Vancouver, B. C. It is supposed to have been grown from seed brought from London in 1825 by officers of the Hudson's Bay Company.

A business man recently suggested the following commonly used words, as a list that many high school graduates and some teachers cannot spell correctly: Develop, collectible, inflammation, twelfth, stationery (paper), recommend, privilege, abstracter, acknowledgment, principal (adjective).



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Cheating in Examination

An old engineer in the north of England was getting his sight tested by a doctor who lived in a house facing a large park. The doctor used to say to his patients, "Look over there and tell me what you can see." When the engineer learned that his sight was to be tested he arranged with his son to take his bicycle half a mile into the park and be oiling it. In due time the old man was led to the window, the doctor saying as usual: "What do you see?"

The old man, peering out, said: "I see a young man stooping beside his bicycle."

"Do you?" said the doctor. "I don't see anything at all."

"Nonsense," said the engineer. "Why, he is oiling it."

The doctor took up a pair of field-glasses and plainly saw the same.

"Magnificent sight!" he said.

The engineer is still drawing his wages.—*London Telegraph.*

A Difference of Opinion

A friend once asked "Uncle Joe" Cannon for information as to the prospects of a politician who was at that time generally thought to be "on the ragged edge."

"He seems to think he's getting on all right," said Uncle Joe, "but others entertain a decidedly different opinion. His situation brings to mind the story of the old lady up in Maine. When she was asked as to the whereabouts of her husband, the dame replied:

"If the ice is as thick as Henry thinks it is, he is skating; if it as thin as I think it is, he is swimming."—*Lippincott's.*

Enough Said

In front of the door I squeeze through a group of children. They are going to play tag, and are counting to see who should be "it":

My-mother-and-your-mother-went-out-to-hang-clothes;

My-mother-gave-your-mother-a-punch-in-the-nose.

If the children's couplet does not give a vivid picture of the life, manners, and customs of Dover street, no description of mine can ever do so.—*Atlantic.*

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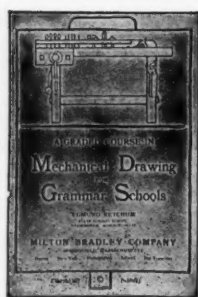
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The School and the Show-Case

When the Philadelphia Commercial Museum was designed for the American manufacturer to study the commercial conditions of the world a revolution in methods of teaching was unconsciously inaugurated. For school-children began to stray through the buildings and inspect the show-cases containing the products of the world and life-size groups of natives gathering and preparing them. The result, says Harper's Weekly, was the institution of the traveling show-case as an adjunct to Pennsylvania's public schools. Lantern-slides and typewritten lectures accompany these exhibits, which show the geography, vegetable and animal life of the countries of the world, the dress, manners and customs of the people, the industries and trades, cities, buildings, harbors, and means of transportation.

A Good Way to Prevent Accident

An interesting method of educating the public in the prevention of street accidents, which possesses possibilities in other directions, employed by the Boston Elevated Railway Company, is commented on in a recent number of The Journal of the American Medical Association. The railway company offered a large number of prizes to high-school pupils for the best specimens of verses containing instruction and caution in the way of prevention of traffic accidents on the streets, which would appeal particularly to children. The plan created great interest among the school children, and a large number of answers were received. The company awarded about 200 prizes, the largest being \$50. It is safe to say that practically every pupil in the Boston public schools knew of this contest and its purpose; and interest in its object was thereby communicated to the parents. The company printed a number of the poems offered, the pictures of the authors and a list of the prize-winners in a neat pamphlet. By this plan practically the whole population of Boston was taught a useful lesson in caution.



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For Reference

Here are the beginnings of a dictionary taken from the definitions of answer papers:

Aborigines, a system of mountains.

Affability is the state of being insane on one subject only.

Algebra was the wife of Euclid.

Alias, a good man in the Bible.

Anæsthetic, a person who does not believe in God.

Ammonia, the food of the Gods.

Asphyxia, a grumbling, fussy temper.

Assiduity, state of being an acid.

Antibilious, animals that can live on land and in water are called anti-bilious. The sycophant is one of them.

Bigamy is when a man tries to serve two masters.

Blood Vessels are the veins, arteries and artilleries.

Blotter, the thing what youse hunt for while the ink gits dry.

Boomerang, a species of the baboon family.

Celibacy is when a man's single. The opposite of this is pleurisy.

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(Continued from page 230)

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Authors, Attention!

The California State Text-book Committee herewith invites authors and publishers to submit manuscript for a textbook on spelling. The manuscript must be submitted on or before October 1, 1912. The price to be paid for the manuscript shall not exceed \$3,000.00, flat, or a royalty. The number of words exclusive of the appendix shall not exceed 3,000 and shall be limited strictly to the words most commonly used in writing and graded according to the pupil's usage. The text must provide an efficient system of reviews. Fuller specifications will be furnished upon application to B. S. Lobdell, Secretary of the Committee, Lock Box 615, Sacramento, California.

The recent sudden death of Mr. Flanagan, of Flanagan & Co., Chicago, removes a well-known personage from the field of educational publications. A reference to Mr. Flanagan's activities will merit future notice.

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Many existing theories regarding icebergs require modification. For instance, it has generally been believed that for every cubic foot of ice above water there are seven below, and a berg, therefore, that towers, say, 100 feet above the ocean level, has a total height of 800 feet. Lieutenant Peary, the conqueror of the north pole, declares that this is not always the case. "It is true," he says, "that the heaviest portion of the berg is submerged, but it is wrong to say that seven-eighths of its height is under water. I have noted several instances where only two-thirds of a berg is submerged."—*St. Nicholas*.

Lincoln and Sumner

Lincoln was modestly proud of his stature and of the effect of the physical man, especially when actuated by noble sentiments. He used to speak of his height to every tall man he met, and to propose measuring—another guileless habit of self-gratification. The only refusal he is known to have received was from Charles Sumner, who was also tall and proud of his height. Sumner was worrying the President, as he often did, about some perplexing matter, when Lincoln sought to change the subject by abruptly challenging him to measure. "Sumner declined," said Lincoln, "making a fine speech about this being the time for uniting our fronts against the enemy, and not our backs. But I guess he was afraid, though he is a good piece of a man. I have never had much to do with bishops where I live, but, do you know, Sumner is my idea of a bishop."—*Harper's Weekly*.

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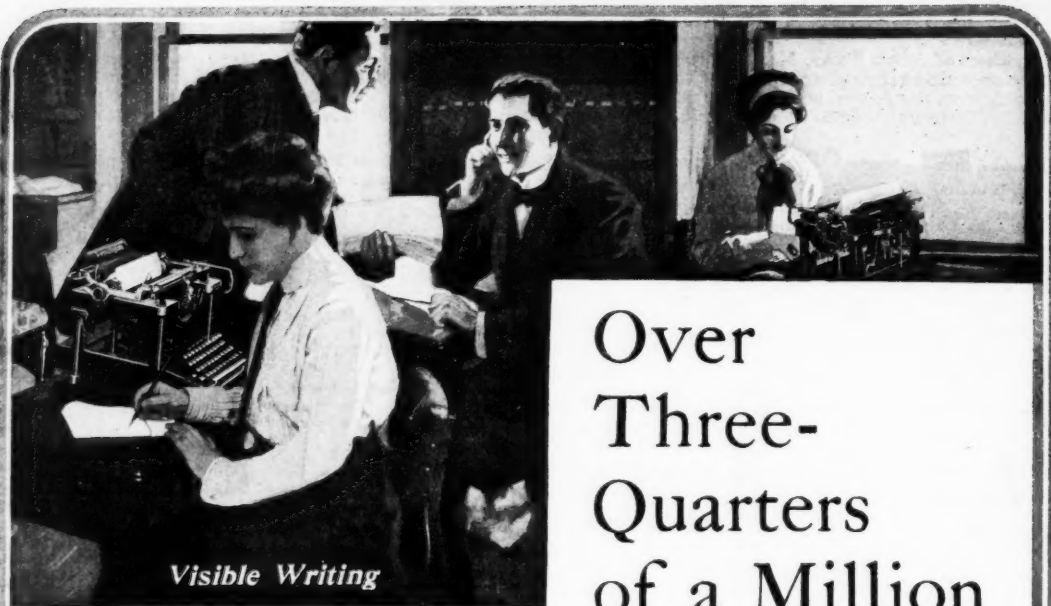
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